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ABSTRACT

A summer educational program for the children of migratory Spanish Americans in the Greeley area of Colorado is presented. Philosophically, the approach is one of continuous progress; organizationally, it is nongraded, with emphasis on individualized instruction. Three levels are discussed: Early Primary (ages 5-8), Primary (ages 7-10), and Intermediate (ages 10-14). Each level develops the areas of Communicative Skills, Social Living and Science, Mathematics, Fine Arts, and Music. The Intermediate Level illuminates the Science Program while adding Home Economics and Crafts. With each program discussed, an introduction is followed by an outline of activities and materials. As reported, the course of study described, although designed for migrant child, is equally applicable to all children of Spanish American background. In addition, the course of study may be used "with predictable success with all children identified as needing other than a regular instructional environment." Photographically illustrated, this document also includes an 8-item bibliography oriented to problems encountered in teaching Spanish American students. (MB)

ED050848

Migrant Education Guide

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Acknowledgements

In an effort to provide a meaningful program for the children of migratory farm workers in the Greeley area, the program outlined in this publication was developed and implemented at the East Memorial Elementary School in Greeley, Colorado. Philosophically the approach is one of continuous progress. The organizational plan is nongraded, with specific emphasis on individualized instruction.

It is felt that the program was successful and worth sharing with other educators.

This publication was made possible through the efforts of Dr. Nick Rossi, formerly with the Colorado Department of Education and the following educators:

James E. Eager
Thomas W. Trumbull
Gail E. Bennett
Betty J. Lindauer

Foreword

The purpose of this guide is to enable teachers of children with Hispanic backgrounds to plan a meaningful program of instruction and to create an atmosphere in which successful learning is promoted.

One of the outstanding educational programs for children of migratory agricultural workers has been operating with great success during the past several years at East Memorial Elementary School in Greeley, Colorado. It has received national attention and has been utilized as a demonstration center many times for both Colorado and nationally recognized educational leaders. That program is discussed in this publication.

The program of studies was developed with the migrant child in mind, but it is equally applicable to all educational situations designed for children of Spanish-American background. The course of study described may also be used with predictable success with all children identified as needing other than a regular instructional environment or with children who require varying degrees of compensatory education, excluding special education.

The staff of East Memorial Elementary School is to be commended for developing and using this course of study. The Migrant Education Program of the Colorado Department of Education gave encouragement and assistance in the development of this guide.

This program of studies is recommended without reservation as an effective and productive method of teaching children with language and related learning difficulties.

Byron W. Hansford
Commissioner of Education

Program Prerequisites

Enrollment

In organizing a summer program for migrant students, the attendance area must first be defined. Family contact personnel should be employed to survey the area for potential migrant pupils.

A proven way to define the area is to keep a current map of locations of migrant housing. The map is mounted on a bulletin board in an area where pins can be easily inserted and notations can be conveniently written. A source of recommended maps is the United States Geological Survey, Denver, Colorado. These maps are on a 2½" scale, which is the smallest feasible size.

As migrant families move into the housing area, family contact personnel initiate the following procedure:

1. Conduct a family interview in the home, explaining the purpose and philosophy of the school.
2. Complete the required enrollment forms, getting all necessary academic and health information, special interests, and noteworthy abilities of each student.
3. Have parents sign the permission forms.
4. Instruct the family on school hours, regulations, and busing procedure.
5. Record the family on the attendance map, using colored map pins, coding those individuals needing special attention.

Attendance

Family contact personnel and bus drivers are indispensable in obtaining good attendance for the program. Bus drivers should be informed regarding the importance of good attendance and alerted to the need for soliciting regular attendance of the pupils. They often find it necessary to step to the door of the home to offer encouragement. This requires patience on the part of the driver, and sometimes causes delays in his schedule.

Bus drivers also need to be observant regarding housing, families moving in or out, and other significant occurences. Information provided by bus drivers is recorded on the map, and the family contacts act as follow-ups.

Positive identification of youngsters is necessary from the first day of school. It is difficult for younger children to remember their proper bus and the teacher's name. The bus drivers can use a felt marker to print the child's number on his hand. This usually will not wash off for a few days, and it gives the smaller students a mark of status. The drivers must also be alert to the number of children riding their buses and quickly become acquainted with their faces. Generally the drivers accept this challenge very well if assigned this responsibility before school begins.

Facilities and Equipment

It has been a policy in Colorado to try to provide a school day of eight and one-half hours during the Summer Migrant Education Program. Ideally, although not always possible, one fully equipped classroom should be provided for each fifteen or twenty students. Recreational facilities, a cafeteria, and a health center are also needed. Facilities for satellite services such as library training, swimming, speech therapy, music, home economics, industrial arts, and arts and crafts are desirable.

It is important that all children from the entire school are given regular library visitation periods and a daily physical education program. The latter program should include daily showers. Kwell Shampoo for hair should be used weekly for hygienic purposes.

A regular nurse, although not necessarily full time, should be responsible for the immunization program. Records of shots are quite important in preventing the children from receiving the same shots repeatedly. The nurse does the screening for eye, ear, and other health problems. Every child who has any cut or abrasion should be sent to the nurse for treatment as the risk of blood poisoning is great and, since many minor cuts go untreated at home. It is also helpful for the nurse to make home visitations to explain the importance of cleanliness and proper nutrition.

Community Support

Community support and asistance are mandatory to an effective summer migrant program. By informing church and service organizations of the objectives of the local program, the staff may gain this assistance. Transportation to medical services and time donated by professional people are some of the ways local people are willing to contribute to the program. Food and clothing for certain hardship cases are generally available through churches and civic organizations.

Food Services

Most food services are provided free for the children; however, each child is encouraged to bring 10 cents per day if possible. It is surprising how many students bring the money. Breakfast generally consists of milk, juice, toast, and cereal. The noon meal is a usual school lunch which furnishes one-third of the child's required nutrients per day. Before they board the bus to return home, milk and cookies are served to each child.

Organization of the School

Conducting a summer migrant program requires considerable time and planning by an administrator and a team composed of teachers, paraprofessionals, community volunteers, and parents, all of whom are committed to providing the appropriate instructional program for migrant children. Because of the educational background of these students, it is imperative that the program be directly related to their needs.

The teacher is the crucial person in the success or failure of any instructional program. Therefore, the teachers employed must be dedicated to the task, have empathy for migrant children, and have a sincere desire to teach the migrant child. Keeping a balance between experienced teachers and beginning teachers is important. It is of equal importance that new teachers, through preservice training, gain a knowledge of the culture of the Spanish American as well as a knowledge of the methodology for successful classroom teaching.

The teacher should also become involved in all non-classroom activities of the program — breakfast, lunch, playground, and extra-curricular activities.

The challenge to staff members teaching in the Migrant Program is great. Because of the short summer term, children need to be appropriately and quickly placed in the instructional program. The traditional approach to instruction has resulted in many failures, especially for migrant children. Appropriate curricula and methods must be employed to insure full participation in the learning process and to guarantee that the program is meaningful to each participant.

Curriculum content alone cannot provide the stimulus for successful learning. Many sensory avenues need to be used in the teaching process. One major concern is that instruction in all areas should be carried on at each child's instructional level, rather than at his frustration level. In order for this plan to become a reality, grouping must be highly flexible. A continuous progress approach to the learning process proves far superior to the traditional graded school plan.

For the preceding reasons, students should be placed in one of the following groups: early primary, primary, or intermediate. The supervising teacher in each section must develop objectives for a flexible plan which provides meaningful instruction.

The staffing of each section, in addition to the supervising teacher, should include one certified teacher and one instructional aide for each twenty children. An experienced aide can be used effectively as a head aide in each section, assisting the supervising teacher in coordinating the efforts of the instructional aides. Developing various interest centers and extended learning areas is one critical responsibility of the aides.

Research points out the profound effects of the affective domain upon the process of learning. This is evident with the migrant child. Built-in success, encouragement, and positive reinforcement offer many opportunities for the student to develop the intrinsic motivation often lacking in the migrant child.

Records and Reports

Record-keeping has always been a difficult problem. For this reason, a few sample pages of the student booklet are enclosed for your consideration. See p. 82 ff.

The desired objective is one of self-identity: the student's likes, dislikes, and family. It may be filled out by the child himself, with an aide's assistance.

The booklet may also contain space for pictures, medical information, illustrations, souvenirs of field trips, samples of class material, or perhaps a map of the region the child has traveled.

The booklet can be enclosed in an instant plastic binder and is an ideal place to keep the student's copy of his Uniform Migrant Student Transfer Form.

Early Primary Level

I. General purpose

Children at this level are usually from five through eight years of age. Before they can make any academic progress, each child must develop a positive self-image and a sense of personal security. One way to encourage a more positive concept of self is to provide activities in which the child can function as successfully and independently as possible.

Another essential step is to diagnose immediately, through various means, where each child is on the academic ladder of development, with the gaining of competence in oral communication being considered of prime importance. All activities should be organized first to develop and then to enlarge a fluent oral vocabulary.

To develop listening skills, the children should be in small groups when new concepts are presented. Such grouping is desirable as it affords more individual opportunities for oral expression. As oral language is developed, emphasis should be upon sensitizing the child's ear to English sounds so that he will discriminate among them, particularly those which are new or different from those in the Spanish language.

In order for the student to make progress in all areas, the atmosphere of the classroom, as well as the activities and materials, must arouse the child's curiosity and stimulate intrinsic motivation so that he will respond favorably to the learning of concepts necesary for successful living in American Society.

Therefore, many different levels and varieties of interest centers should be provided, without imposing a rigid set of guidelines and goals, thus allowing each child to develop his full expression of creativity. He should be able to engage in a number of self-learning activities at his own level of maturity and should proceed in his own way and at his own speed. Each center should contribute to his learning of the fundamental skills as well as to other areas of interest.

II. Orientation and placement

A. Classroom setting

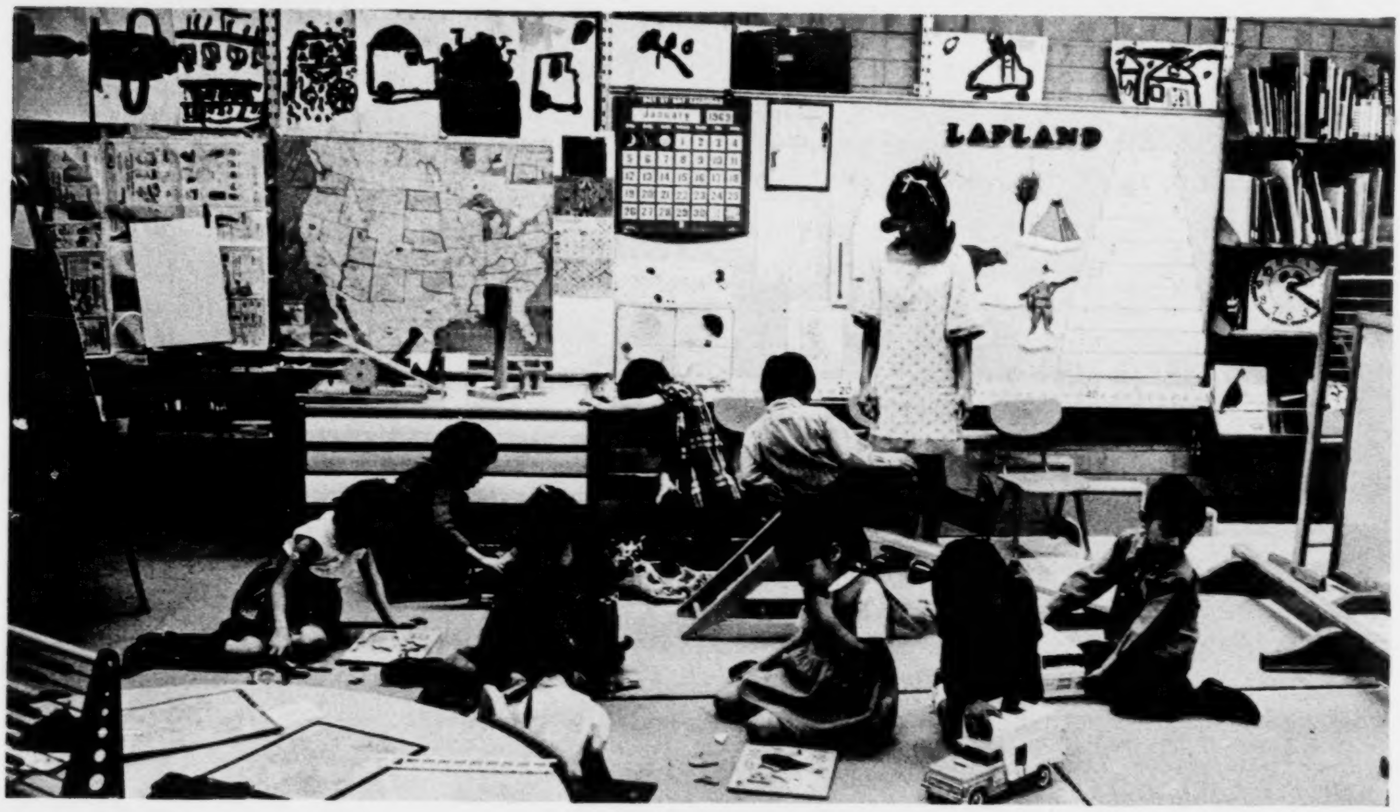
1. General atmosphere pleasant, friendly, informal, attractive, and tension-free
2. Interest centers and other learning areas
    - a. Arrangement
        - 1) Several supervised small-group learning areas set apart by small partitions
        - 2) Teacher assigned to each area with children in academic groups
        - 3) Three groups at a time rotate through area for development of oral language, number concepts, and visual discrimination
    - b. Equipment
        - 1) Materials of high interest level
        - 2) Objects familiar to children
        - 3) Articles that can be manipulated independently or with a minimum of instruction and supervision
        - 4) Materials with which each child can experience independent success
        - 5) Materials that are challenging and that can, with the help of the teacher, motivate interest and curiosity and help each child develop a self-learning approach
        - 6) Materials dealing with science, social living, and art media to aid the development of gross and fine motor skills along with oral language skills, especially effective with immature groups
3. Staff
    - a. Qualities of being understanding, friendly, empathetic, with a keen desire to know and teach migrant children and make them feel

wanted by both classmates and teachers
  - b. Ability to understand or use some Spanish
  - c. Responsibility for helping each child develop proper attitudes
    - 1) Development of a positive self-image and intrinsic motivation for learning
    - 2) Development of empathy and a positive attitude towards others so that he is willing to share with them and socialize freely and happily
    - 3) Accepting responsibility and taking pride in the care of public and private property
    - 4) Accepting change and understanding the reason for it
    - 5) Learning to give and receive love
  - d. Responsibiilty for providing successful learning experiences for each child in a secure and tension-free environment

B. First-day activities

The first impression that children in the early primary level gain of school is a very important one, as it may determine whether they will be eager to return. Therefore, the surroundings and activities need to be carefully planned, with the migrant children and their probable experiences in mind. At the same time, these plans should provide the teachers with some pertinent information concerning the children.

1. Staff duties
   - a. Be familiar with "Helpful Spanish Vocabulary"
   - b. See that each child, when he arrives, is greeted by Spanish-speaking members of the staff
   - c. Find out child's name and provide name tag, color-coded, so close friends can be in same group
   - d. Place child's name on temporary enrollment sheet
   - e. Take children into play areas and interest centers
   - f. Converse with child by naming articles he is using and encouraging him to repeat these names and to tell what he is doing
   - g. Teach proper care of equipment
   - h. Help child become interested in various activities in which he can succeed independently, thus overcoming his anxiety



Independent Play

i. Show how to use drinking fountain
j. Escort to restroom and show how to use toilets, wash hands, and keep restroom clean
k. Be positive in comments on cleanliness and show how to use toothbrush, comb, mirror—articles which have been placed in child's totebox

Before Bath

2. Grouping procedure
   a. Informal interview with each child by bilingual teacher
   b. Division of children into sub-groups of approximately eight each, corresponding to their English language development
   c. Regrouping after initial placement

      These groupings are developmental steps through which Spanish-speaking children will need to progress before they are ready for the first level of the normal kindergarten curriculum. The following criteria are used:

      1) Child speaks limited Spanish, but does not speak or understand English
      2) Child has English listening vocabulary adequate to follow directions but does not speak English
      3) Child understands and speaks limited English
      4) Child is able to express himself in English

After Bath

      5) Child has adequate English vocabulary and sufficient understanding of numbers, letters, and beginning sounds to begin reading readiness activities

   d. First diagnostic step

      Converse with and observe each child to determine whether he comprehends English. In this type of interview, the teacher must be very sensitive to the child's frustration level of testing and stop immediately when this point is reached, since the objective is to determine at what level he should begin instruction. The following sample inventory, is taken from "Preschool Instructional Program for Non-English-Speaking Children." **Bulletin 642**, March, 1964, Texas Education Agency, Austin, Texas 78711.

The criteria used in determining the independent, instructional, and frustration levels are set up according to Betts' standards.

1) Hello. What is your name? Are you a boy or girl?
2) Where do you live?
3) Tell me your father's name. Tell me your mother's name.
4) Do you have brothers? What are their names?
5) Do you have sisters? What are their names?
6) How old are you?
7) What do you wear on your feet? What is this? (dress or shirt). What color is it?
8) What is this? (Have pictures of common objects and give him credit for each success as he names each picture.)
9) What would you like to do in school?
10) What kind of work does your father do?
11) Does your mother work?
12) What do you like to play?
13) What am I doing? (Ask him to tell what you are doing when you demonstrate standing or sitting, closing a door, handing him a pencil, picking up a book.)

Evaluation Time

e. Second diagnostic step
   1) Recognition of eight common colors
   2) Individually recognizing numbers by counting, pointing, printing, and naming values
   3) Recognizing and printing letters
   4) Recognizing beginning consonant sounds

Lunch Time

3. Lunch time

   This time provides a natural setting for teaching the children table manners and for exposing them to a variety of foods. Based on previous experiences with these children, members of the staff have found that they need to be taught the value of good nutritious food. Because of the limited knowledge the families have of food essentials and because of inadequate refrigeration, much of the child's home diet consists of lard, tortillas, beans, chili, pop, candy, and gravy. This is also a good time to teach them the proper way to eat many of the common foods.

   a. Serve some Mexican foods familiar to the children
   b. Have children eat at tables with a teacher or aide as host, if possible
   c. Encourage children to try all new foods, showing them how to eat with table service, if they need assistance
   d. Encourage them to display good manners
   e. Have students repeat in English, after the teacher, names of the food they are eating and names of articles in the table service they are using

4. Nap time

   At this age, the child has little concept of time, so nap time, to which he may not be accustomed, can be a traumatic experience, particularly the first day. So staff members should make this period a quiet time, with one or more teachers and aides playing soft music and moving among the children to reassure them. Rubbing their foreheads and backs helps some children who need to relax. Occasionally, rocking a child helps to give him a feeling of security. Under no circumstances, should a child be allowed to cry himself to sleep.

   Materials needed for nap time are plastic-covered physical education mats, which should be wiped daily with disinfectant; towels for bedding, laundered daily; a record-player with lullaby-type records; and a rocking chair.

Nap Time

Development of Communicative Skills

I. Introduction

In order for a child to develop an adequate background and to function successfully in our public schools, he must master a sequential pattern of skills in his early years of development.

Communicative skills begin with the development of: (1) gross motor skills; (2) eye coordination with fine motor skills; (3) visual, auditory, and the spoken language perception of the child.

The increased mastery of the motor and sensory (visual and auditory) skills lends increased confidence for language development. Therefore, each teacher must be familiar with and aware of the importance of the development of the pupils through these early sequential developmental stages.

The following pages describe the sequential stages of the skills and the materials used to develop each skill. First, each particular skill is listed in order of difficulty; then activities and materials are listed which can be used to help the child master each one. Many of the activities can be used in different areas.

The activities are categorized into "loud" and "quiet" activities. Both of these, in turn, are then subdivided into independent and supervised groupings so that they can be utilized more effectively in the particular parts of various schedules.

II. Gross motor skill development

A. Objective: to develop upper torso, lower torso, and strength and flexibility of trunk

B. Activities in progression of difficulty
   Crawling
   Stretching
   Walking (straight line)
   Swinging arms
   Bending
   Running
   Simple jumping
   Tiptoeing
   Clapping
   Rocking
   Swaying
   Mastery of balance boards
   Throwing ball
   Catching ball
   Whirling
   Skating
   Marching
   Galloping
   Twisting
   Hopping
   Seesawing (squat position)
   Trotting
   Skipping
   Bouncing ball
   Walking and swinging arms
   Marching and clapping
   Walking backward
   Jumping rope
   Somersaulting

C. Materials needed to develop gross motor skills

1. Objects for supervised loud activities
   Balls
   Jump rope
   Twist board
   Records
   Estamae's Albums
   Record games
   Exercise games
   Outside play area

Estamae's Toy Shop

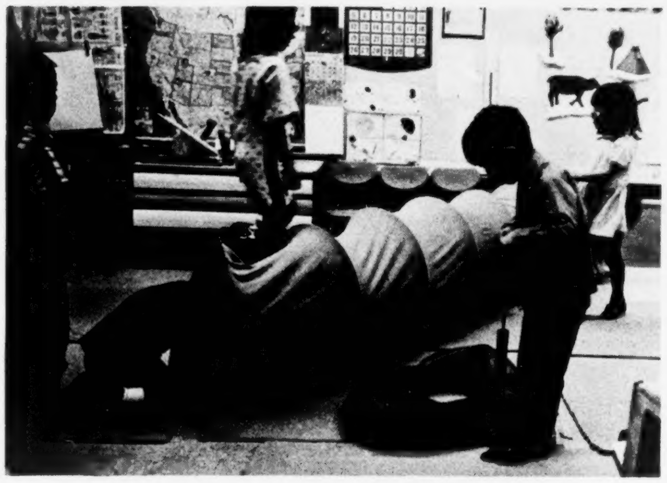
Let's Have Fun Dancing—
Easy couple dance

Let's Have Fun Dancing
Social and variety dancing

Circus Fun and Ball Bouncing
Estamae
c/o Dorothy MacFarlane
Hubersberger
P.O. Box 1507
2401 Grand Avenue
Pueblo, Colorado 81003
CRG—A division of the American Recording Society

My Playful Scarf—78 RPM
Young People's Record—
45 RPM—Capitol

Developing Gross Motor Skills

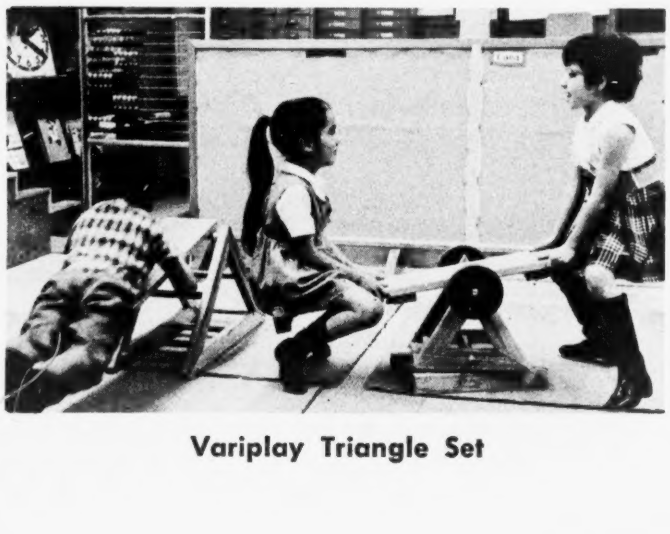


Developing Gross Motor Skills

Dances from the Ballet—Side 2

Let's All Join In—
Mercury Childcraft
Children's Record Guide
27 Thompson Street
New York, New York 14623

2. Objects for independent loud activities
   - Balance board
   - Blocks
   - Wobble board
   - Steps
   - Twister board
   - Seesaw
   - Trucks
   - Indoor exerciser
   - Doorway gym bar
   - Beanbag games
   - Wagon
   - Wheelbarrow
   - Balls
   - Rocking horse
   - Tricycle
   - Tunnel of fun
   - Variplay triangle set



Variplay Triangle Set

3. Objects for supervised quiet activities
   Bean bags for various games
4. Objects for independent quiet activities
   Footstep designs
   Blocks
   Puzzles
   Pump and innertube
   Pegboards
   String beads
   Rising towers
   Wood construction set

III. Fine motor skill development

A. Objective: to develop eye-hand coordination for fine motor skills

B. Activities and materials

1. With and without instruments
   Carrying objects
   Pounding with hammer
   Tearing paper, etc.
   Snapping (clothes)
   Buttoning
   Using simple tools
   Zipping
   Lacing
   Tying
   Folding paper
   Tracing with hand or finger
   Working simple manipulative devices (puzzles, etc.)
2. With writing instruments
   Special consideration should be given to the left-handed child so that the placement of his paper will be slanted opposite from that of the right-handed child.

   Proper grasp of writing instrument

   Free movement of elbow and shoulder

   Proper placement of paper (parallel with arm)

   Proper arm movement: vertical, horizontal, circular

   Left-to-right movement

   Tracing with writing instrument

   Learning to work within certain lined areas (coloring)

   Cutting and pasting

   Outlining shapes

   Following dots
3. Supervised loud activities with materials
   Art activities
   Coloring
   Cutting and pasting
   Finger painting
   Painting with brushes, sponges, etc.
   Mathematics Learning Laboratory No. 110 (different sized geometric shapes)
   Carpentry

Carpentry Time

4. Independent loud activities
   Clay modeling
   Painting
   Cutting and pasting
   Using wonder art board
   Twist-eez
   Using rising towers
   Coloring
   Using vari-chimes tower
   Using pianola
   Using Xylophone
   Using magnets
   Using D-Stix
5. Supervised quiet activities when introducing new skills
   Cutting
   Pasting
   Coloring
   Painting
   Distinguishing between likenesses and differences (visual perception)

6. Independent quiet activities
   - Coloring
   - Painting
   - Paste-and-cut
   - Working puzzles
   - Using trace board
   - Stringing beads
   - Using Bolt-It-Toy
   - Using peg boards
   - Using No-Mess finger paint
   - Distinguishing between likenesses and differences in pictures and objects

Developing Fine Motor Skills Cut, Color, Paste, and Trace

IV. Development of visual, auditory, and spoken-language perception (listening skills)

At first, visual, auditory, and language perception skills are best developed with recognition and identification of actual environmental 3-D objects before progressing to colored pictures and, finally, to pictures in the black and white media. At this time, to master visual and auditory discrimination, the child needs only to point to the correct object or to perform the directional task to indicate that he understands the concept being presented.

A. Developing visual perception

1. Recognition of objects

   a. Environmental objects that he encounters

      Example: actual car, dog, desk

   b. Manipulation of 3-D objects

      Example: play car, dog, desk

   c. Pictures in color

      Example: pictures of car, dog, desk

   d. Pictures in black and white

      Example: pictures of car, dog, desk, using pictures related to knowledge learned in preceding unit on environmental and 3-D objects

2. Identification of certain objects to develop fine discriminatory observation

   a. Shapes: round, square, etc.

b. Sizes by comparison: large, small, etc.
c. Colors: red, yellow, blue, light, dark
d. Textures: rough, smooth
e. Similarities in shape, size, color, texture
f. Differences in shape, size, color, texture
g. Left-to-right sequence; repeated pattern; story sequence

B. Developing auditory perception individually
   1. Recognizing own first name
   2. Recognizing numbers 1-10
   3. Following simple directions

C. Additional beneficial materials to use in both visual and auditory perception

Frostig Visual Perception by Frostig and Horne
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Miami Visual Perception Skills, Match and Check Sets
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Classroom Materials Filmstrips
Classroom Materials Company
93 Myrtle Drive
Great Neck, New York 11021

The SRA Learning to Think Series
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

First Step and Second Step of the R.E.A.D. Series
American Book Company
55 Fifth Avenue
New York, New York 10003

The Junior Listen-Hear Program
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

The Physiology of Readiness—An Action Program for the Development of Perception for Children by Gettman and Kane
Programs to Accelerate School Success
P.O. Box 1004
Minneapolis, Minnesota 55440

D. Developing spoken language perception
   1. For the non-English-speaking child, using teaching aids and methods designed to establish and develop the foundation of communication
      a. Materials
         1) Vocabulary lists of words, phrases, and sentences in both English and Spanish compiled from high-frequency words necessary in giving directions to the child
         2) Language-Master
         Example: Make up three cards wtih same picture on each one, using them in sequence
            First card: Esta es una pera
            Second card: Esta es una pera
            Third card: This is a pear

Independent Use of Language-Master

Vocabulary List in Both English and Spanish

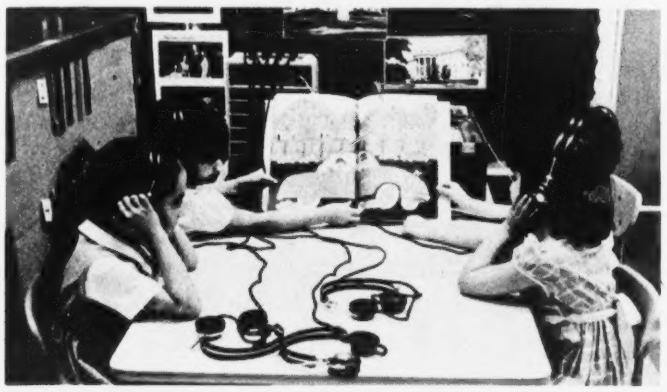
What's your name?—¿Cómo te llamas?
Thank you—Muchas gracias
You're welcome—De nada
Please—Por favor
How are you?—¿Cómo estás?
Well done—Bien hecho
Tomorrow—Mañana
Yes—Sí
No—No
Round—Redondo
Little—Chiquito
Big—Grande

Help me—Ayúdame, ayúdenme
Put away—Alza, Alzen
Pick up—Recoge, recojan
Give it to me—Dámelo
Get into line—Póganse en una linea
Guess what?–¿Adivina?¿adivinen?
What is this?— ¿Qué es esto?
This is a—Este es—Este es un . . .
Do you understand?–¿Comprendes?
Pretty—Bonita
Nice, kind—Simpático
Good—Bueno
Water—Agua
Food—Comida
Eat this—Come esto
Eat it all—Cómetelo todo
Right here—Aquí
Come here—Ven acá, vengan acá
Let's go—Vamos
Hurry—Pronto
Not too fast—No muy recio
Stop—Párate, párense
Bus—Autobus
House—Casa
Bathroom—Escusado
Soap—Jabón
Listen—Escúchame, escúchenme
Nap—Siesta
Sing—Canta, canten
Repeat—Repite, repitan
Sit down—Siéntate, siéntense
Walk—Anda, anden
Don't run—No corran
You will like it—Te gustará
I do not understand—No comprendo

3) **Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils** by Louise Lancaster
   Houghton Mifflin Company
   1900 South Batavia Avenue
   Geneva, Illinois 60134
4) Tape recorder
5) **Peabody Language Development Kit Nos. P and I,** basic lessons
   Deals with parts of body, clothes, animals, colors, foods, geometric designs
6) Films and filmstrips
7) Telephones
8) Video-tapes

b. Methods

1) Keep children interested and active by making lessons interesting, showing enthusiasm in conversation, encouraging quiet ones without being demanding, listening without interrupting so child will begin gradually to express himself, sing with group, and talk or sing with no audience
2) Encourage self-expression in Spanish or English
3) Sing songs in English and Spanish with guitar accompaniment
4) Teach songs to build concepts
   a) In health—**This Is the Way We Wash Our Hands**
   b) In counting—**Ten Little Indians**
   c) In Spanish and English cultures—**Mary Had a Little Lamb**
5) Record child's voice
6) Video-tape child
7) Put story on tape and use with pictures for listening; then have child retell story in own words



Listening Time

c. Spoken language development which is evolved from oral responses in English, using context words (nouns, verbs, adjectives, adverbs) in connection with the objects already presented

1) Environmental objects
2) 3-D objects
3) Pictures in color
4) Pictures in black and white
5) Objects to develop fine discriminatory vocabulary

        - (a) Shapes, sizes, colors, textures
        - (b) Similarities and differences
        - (c) Left-to-right sequence
        - (d) Name—first and last
        - (e) Numbers — according to individual ability
        - (f) Addresses
        - (g) Phone numbers, if applicable
    - 6) Conversation in Spanish to put children at ease
    - 7) Directions given in Spanish to insure understanding
- 2. Developing vocabulary for child who has limited English-speaking ability
  - a. Methods
    - 1) Encourage child to express himself in any way he wishes
      Example: When children arrive, one child begins telling about going to the grocery store with the family; another child begins to interject ideas about his grocery store experiences; then others join in the conversation.
    - 2) Encourage self-expression in all areas of development by using real objects
      Example: Hold up a pear and have pupils repeat after the the teacher the word "pear." Explain briefly in Spanish, "Esta es una pera." Then have each child come to the teacher and repeat, "This is a pear."
    - 3) Develop recall of story sequence with pictures
      - (a) By answering simple questions about story
      - (b) By constructing complete recall of story sequence
      - (c) By reasoning, by pretending or imagining the story, or by using the real story
  - b. General materials
    - 1) Concrete and abstract vocabulary for use in comparison, description, action, and learning opposites
    - 2) **Peabody Language Development Kit Levels P and I,** basic lessons
    - 3) **Continental Press Visual Discrimination Levels 1 and 2**
    - 4) **Language Lotto** games
      - (a) For developing and stressing complete thoughts and sentences
      - (b) For concept-building of actions and relationships
      - (c) For using compound sentences
      - (d) For gaining meaning through discussion of pictures and use of real objects to explain unfamiliar articles
    - 5) Stories, illustrated and non-illustrated, in books, and on tapes and records
    - 6) Films and filmstrips
  - c. Specific materials and activities for developing oral language skills
    - 1) Supervised loud activities
      - (a) **Peabody Kit Levels P and I**
        American Guidance Service, Inc.
        Publisher's Building
        Circle Pines, Minnesota
      - (b) Show and Tell
      - (c) Weekly surprise
      - (d) **Childcraft Encyclopedia**
      - (e) Storybooks with familiar concepts. Child will fill in last word
      - (f) Films
      - (g) Filmstrips
      - (h) **Ginn Readiness Kit**
        Ginn and Company
        Dallas, Texas 75229 or
        Palo Alto, California 94304
    - 2) Independent loud activities
      - (a) Language-Master (no earphones)
      - (b) TV set (empty)
      - (c) Store
      - (d) House and furniture
      - (e) Set of communicating telephones

        - (f) Free play
        - (g) Puppets
    - 3) Supervised quiet activities
        - (a) Puppets
        - (b) Show and Tell
        - (c) **Peabody Kit**
        - (d) **Language Lotto** (to introduce new game)
    - 4) Independent quiet activities
        - (a) Record player (with earphones)
        - (b) Chalkboard
        - (c) Tapes with earphones
        - (d) **Language-Master** with cards (earphones)
        - (e) Books
        - (f) Manipulative bulletin boards
        - (g) Twelve Judy story sequence puzzles (see Quees-Sequence Story Board, Series 12)
            - Goats Gruff
            - Three Pigs
            - Goldilocks
            - Gingerbread Boy
            - Going to School
            - A Trip to the Zoo
            - The Story of Milk
            - Grocery Shopping
            - Building a House
            - Jack and the Beanstalk
            - Choosing a Pet
            - Birthday Party
        - (h) Set of telephones
- d. Additional general materials for oral language skills
    - 1) Book

      Preschool Instructional Program for Non-English-Speaking Children by Louise Lancaster

      Bulletin 642, March, 1964

      Texas Education Agency

      Austin, Texas 78711
    - 2) Records

      Where Do Songs Begin? 78 RPM

      B. Landeck—Capitol

      Record Readers 45 RPM

      Capitol

      I'm A Little Teapot John Britton

      The Three Billy Goats Gruff

      Frank Luther—Decca

      Nothing to Do—CRG

Independent Conversation

    - 3) Filmstrips
        - **Lady and Tramp**
        - **Dumbo**
        - **Lambert the Sheepish**
        - **The Ugly Duckling**
        - **Kathy's Kitten**
        - **Paul's Puppy**
    - 4) Concrete vocabulary words

      The following lists of words have been selected because of their cruciality and their frequent use. They are placed into teachable units which are adaptable to various programs for development of basic oral communication.

Oral Language Development

UNIT I

Myself, My Family, and My Friends

Nouns

baby
boy
brother
children
daddy
family
father
friend
girl
grandmother
grandfather
home
man
mother
people
sister
visitor
woman

Verbs

babysit
come
go
have, has
help
like
live
love
see
take care of
watch
work
yell

Opposites to Use

fat — thin
laugh — cry
play — work
larger — smaller
big — little
smile — frown
right — wrong
right — left
sad — happy
sit — stand
tall — short

Clothing Nouns

Baby

bib
cap
diaper
mittens
overalls
pajamas
ribbon
shirt
shoes
snowsuit
socks
sweater

Boy

belt
boots, rubbers
cap
cowboy boots
gloves
jacket
jeans
pajamas
raincoat
shirt
shorts
sneakers
socks
suit
sweatshirt
swimsuit
tennis shoes

Girl

coat
collar
dress (party)
dress (school)
gloves
hat
pajamas
play dress
raincoat
shoes
shorts and blouse
skirt
slip, petticoat
sunsuit
swimsuit

Man

coat
gloves
hat
pajamas
pants
raincoat
shirt-sport
-dress
shoes-dress
-work
slacks
suit
swim trunks
tie, necktie
vest

Woman

apron
beads, jewelry
blouse
coat
dress
gloves
hat
necklace
nightgown
nylons
purse
shoes
slip
stockings,
swimsuit

Parts of Clothing

buckle
collar
cuffs
hem
lace
pantlegs
pocket
seam
shoestring
sleeves
straps
veil

Other Apparel

barrette
bathrobe,
bedroom slippers
bobbypins
clips
diamonds
glasses
gold
housecoat
jewelry
rings
rubberbands
silver
umbrella
watch
wristwatch

Clothing Verbs

buckle
button
carry
change (clothes, diapers)
clean
fasten
iron, press
mend
sew
shine
straighten
tie
wash
zip

Clothing Opposites

long — short
loose — tight
dark — light (color)

Description Opposites

heavy — light
new — old
pretty — ugly
beautiful — plain
same — different
soft — hard
smooth — rough

General Opposites

day — night
dirty — clean
early — late
in back of — in front of
inside — outside
morning — afternoon
off — on
without — with

UNIT II

Home

Inside Nouns and Verbs

Living Room

chair
couch
curtain
fireplace
floor
floor lamp
living room
piano
picture
radio
rug
sofa
end table
coffee table
table lamp
television
vase
venetian blinds
visitor, guest
window shade

listen to the radio
play the piano
sit
visit with friends
watch TV
read

Dining room

bowl
cup
chairs
dining table
dishes
food
tablecloth
fork
glass
knife
place mat
napkin
pitcher
mug
plate
platter
saucer
silverware
spoon
teapot

clear the table
eat
fill
hand me, pass to me
pour
set the table
spill
upset the table
upset a glass
put

Bedroom

bed
bedroom
bedspread
blanket
bureau
chest of drawers
clock
closet
clothes
crib
clothes hanger
mattress
mirror
pillow
pillowcase
quilt
rocking chair
sheet

change clothes
get dressed
dress
get up
go to bed
go to sleep
hang up the clothes
lie in bed
make a bed
sleep
telephone
wake up

Bathroom

aspirin
Band-Aid
bathmat
bathtub
comb
commode
cough syrup
hand mirror
lavatory
lotion
medicine
medicine cabinet
mirror
poison
shower stall
soap
toilet
toilet paper
toothbrush
toothpaste
towel
washcloth
water

brush (hair, teeth)
comb
dry
flush
lather up
put on
rinse
rub
scrub
shave
shine shoes
take a bath
turn off

Kitchen

bowl
burners
cabinet
can opener
cleaning powder
coffee pot
dishes
dishpan
dishtowel
drainboard
egg beater
fire
icebox
kettle
kitchen
kitchen stool
kitchen table
oven
pan
pot

refrigerator
saucepan
shaker
  salt
  pepper

shelf (shelves)
sink
skillet
soap
spatula

stove
  gas
  electric
  wood
teakettle
toaster

bake
carry
clean
cook
drain dishes
dry the dishes
fix breakfast
heat
make a cake
put away
warm
wash the dishes

Household

basket
bottle
box
broom
brush
bucket
can
candle
clothespin
dustcloth
dustpan

flashlight
iron
ironing board
jar
jug
key
mop
needle
pail
safety pins
sewing machine

spool of thread
straight pins
thermos
thimble
thread
vacuum cleaner
washing machine
washtub
wastebasket
yarn

clean
dust
iron
knit
mend
mop
polish furniture
scrub
sew
sewing
sweep
wash clothes

Food Nouns

breakfast lunch dinner
snack supper

apple
banana
cherries
grapefruit

grapes
lemon
lime
oranges

peach
pear
pineapple
strawberries

watermelon
beans (dry)
beans (green)
beets
cabbage
carrots
celery

corn
jack-o-lantern
lettuce
onion
peas
potato (white)
potato (sweet)

pumpkin
radish
rice
spinach
squash
tomato
turnips

Breakfast

bacon
cereal
eggs

milk (white)
orange juice
pancakes

toast
waffles

Lunch and Dinner Courses

beans (green)
beans (baked)
beef (roast)
biscuits
bread
butter
cake
corn
crackers
ham (slice)

Jello
macaroni and
  cheese
meat
pickle
pie
  apple
  cherry
  pumpkin

pork chops
potatoes
  baked
potatoes
  french fries
salad
soup
  vegetable

Snacks

beefburger
carrot sticks
cookies
cupcakes

doughnuts
hot dog
nuts

peanut butter
popcorn
sandwich

Sundries

candy
carton
gum
ice cream

milk (chocolate)
peanuts
pepper
salt

soft drink
sugar
water

Food Verbs

buy
chew
cook
drink

eat
gather
like to eat

pick
sell
slice

Outside Nouns

attic
axe
basement
building
carport
chimney
clothesline
door
driveway

flowerbed
flowers
garage
garbage can
hammer
hoe
hose (water)
house
house number

ladder
lawnmower
lock
mail
mailbox
nails
padlock
pick
rake

- roof
- saw
- shovel
- side
- stairs
- steps
- tacks
- trashcan
- tree
- wall
- window
- wrench
- yard

Outside Verbs

- build
- chase
- chop
- climb
- cut the grass
- eat
- gather
- hammer
- hang the clothes
- have fun
- hoe
- keep clean
- knock (on the door)
- lock
- mow
- paint
- pound
- push
- rake
- saw
- sleep
- sweep
- take care of
- trim the yard
- unwind
- wash the car
- water the lawn
- wind

UNIT III

Toys

Nouns

- airplane
- airport
- badge
- ball
- balloon
- bat
- beanbag
- bicycle
- blocks
- boat
- bucket
- bus
- caboose
- car
- carport
- checkers
- dart
- dishes
- doll
- doll bed
- doll buggy
- doll dress
- doll house
- dominoes
- driver
- drum
- engine
- fairy
- filling station
- football
- game
- garage
- ghost
- gloves (boxing)
- golf
- gun
- helicopter
- holster
- horn
- jack-in-box
- jacks
- jump rope
- jungle gym
- kite
- log cabin
- marble
- mask
- pail
- paperdoll
- parachute
- piano
- pilot
- playfarm
- playhouse
- raffle
- rifle
- road
- rope
- sailboat
- sandbox
- ship
- skates
- sled
- stair
- string
- teddy bear
- telephone
- tent
- top
- toys
- trailer
- train
- train station
- tricycle
- truck
- wagon
- wheels
- Yo-Yo

Verbs

- beat
- blow
- bounce
- break
- build
- carry
- catch
- climb
- dress (doll)
- drive
- fill
- float
- fly
- hit
- hold
- juggling
- load
- pop
- pull
- punch (play)
- push
- put
- ride
- ring
- roll
- sail
- shoot
- skate
- spin
- throw
- tie
- toss
- wind

UNIT IV

School

Nouns

- bell
- book
- bookshelf
- chalk
- chalkboard
- Christmas card
- circle
- clay
- clown
- cook
- cowboy
- crayon
- desk
- door
- eraser
- fan
- flag
- flagpole
- fountain (drink)
- friend
- game
- Indian
- janitor
- king
- lavatory
- letter
- library
- light
- line
- magazine
- name
- newspaper
- noise
- nurse
- office
- paper
- paint
- partner
- paste
- pencil
- pencil sharpener
- picture
- playground
- principal
- recess
- queen
- record
- recordplayer
- rest room
- room
- rope
- school
- scissors
- secretary
- shade
- slide
- sidewalk
- song
- story
- stripe
- swing
- table
- teacher
- telephone
- toilet
- toilet paper
- towel
- tray
- typewriter
- valentine
- vase
- violin
- wagon
- wall
- wastepaper basket
- window
- witch

Verbs

- ask
- be (forms of)
- bounce
- bring
- call
- can
- carry
- catch
- chase
- clap
- close
- crawl

cry
dance
do
draw
drink
drive
dry
do
erase
exercise
find
fold
follow
gallop
go
hand
hang
have
hear
hide
hop
jump
kick
knock
laugh
let
light
look
make
march
may
open
point
print
pull
push
put
ride
ring
roll
run
salute
say
see
share
sharpen
show
skip
slide
smile
stamp
stand
start
swim
swing
take
talk
tell
throw
toss
turn
want
wave
wear
wet
wish
visit
write
yell

UNIT V

Health

Body Parts

ankle
arm
back
body
chin
ears
elbow
eye
eyebrows
eyelashes
face
feet
finger
fingernails
foot
hair
hand
heel
hips
knee
lap
leg
lips
mouth
neck
nose
shoulder
stomach
teeth
thumb
toe
toenail
tongue

Verbs

bend (your back)
blow (your nose)
close (your eyes)
flip (your wrist)
kiss (with your lips)
move (your leg)
nod (your head)
open (your eyes)
raise (your arms)
rub (your foot)
shake (your hands)
show (your teeth)
stretch (your toes)
swing (your arms)
touch (your elbow)
twist (your shoulders)
wiggle (your toes)

Hygiene Nouns and Verbs

air
Band-Aid
bath
bathroom
bathtub
brush
cold
comb
first-aid box
handkerchief
Kleenex
lavatory
medicine
mirror
nail file
nurse
"shots"
soap
toothbrush
toothpaste
towel
wash
washcloth

bathe
bend
bleed
breathe
brush
clean
comb
cough
do
don't
drink
dry
flush
grow
hiccup
relax
rest
rub
scrub
sleep
sneeze
straighten
stretch
yawn

Safety Nouns and Verbs

corner
crossing
fire
fire drill
knife
matches
stoplight
stop sign
street
track

ask
be careful
bump
burn
cross
do
don't be careless
fall
fight
go
help
hit
hurt
listen
look
lost
push
run
see
stay
step
wait
walk
watch

UNIT VI

Arithmetic

Numbers

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
twenty-one
twenty-two
twenty-three
twenty-four
twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine
thirty
thirty-one
thirty-two
thirty-three
thirty-four
thirty-five
thirty-six
thirty-seven
thirty-eight
thirty-nine
forty

Ordinal Numbers

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth

Shapes

circle
cross
diamond
oval
rectangle
square
star
triangle

Money

penny
nickel
dime
quarter
half-dollar
dollar

Time

after
afternoon
clock
day
evening
hands
hours
minutes
morning
night
noon
o'clock

Measurement

foot
inch
count
measure
ruler
yardstick

Colors

black
blue
brown
gray
green
orange
pink
purple
red
violet
white
yellow

UNIT VII

Community

Nouns and Verbs

barbershop
cafe
church
dairy
drugstore
dump
fire station
gas pump
gas station
groceries
grocery store
hospital
lighthouse
office
park
police station
post office
stoplight
store
swimming pool
village

buy
carry
mail
pay
sell

Community Helpers

barber
carpenter
chef
clerk
dentist
doctor
druggist
foreman
garbage man
gardener
gas station attendant
lifeguard
mailman
milkman
painter
playground attendant
policeman
salesman
soldier
street cleaner
waiter
whistle

Transportation

Boats

aircraft carrier
canoe
freighter
rowboat
sailboat
ship
submarine

Cars

jeep
police car
racing car
station wagon
taxi

Planes

helicopter
jet plane
seaplane
spaceship

Trucks

concrete mixer
fire truck
garbage truck
gasoline truck
lumber truck
mail truck
milk truck
moving van
tow truck

Miscellaneous

ambulance
bicycle
bridge
house trailer
motorcycle
road
school bus
scooter
siren
steam shovel
taxi
tire
train
tricycle
wheel

drive
fly
paddle
pedal
row
sail

UNIT VIII

Animals

Pets

canary
cat
dog
doghouse
kittens
parakeet
parrot
paw
puppy
whiskers

Farm

bale
barn
barnyard
bee
cage
calf
chain
chick
chicken
colt
country
cow
crops
donkey
duck
farmers
feather
fence

field
fishing rod
fleece
garden
gate
goat
goose
haystack
hen
hook
horse
lamb
lariat
lasso
mice
pasture
peacock
pig
plow
pond
pony
pump
rake
river
rooster
root
rope
row
saddle
sheep
silo
soil
tail
thistle
tractor
turkey
waterfall
wheel
wheelbarrow
whip
wood
wool

Wild

bat
beaver
bird
bear (black)
butterfly
chipmunk
crow
deer
fish
fox
frog
moose
mouse
owl
pigeon
rabbit
skunk
snake
spider
squirrel
turtle
wolf

Zoo

alligator
bear (polar)
cage
camel
elephant
giraffe
gorilla
hippopotamus
kangaroo
lion
monkey
parrot
penguin
seal
tiger
whale
zebra
yak

Imitate the sounds the animals make.

UNIT IX

Science

Nouns

air
birdhouse
bush
cloud
day
direction
dirt
earth
east
fall (season)
flower
flowerbed
fog
forest
garden
grass
ground
hail
hill
lake
leaf
leaves
limb
moon
nest
net
north
plant
rain
rainbow
rocks
season
seed
shade
shadow
shell
sky
soil
south
spring
stars
sun
temperature
thermometer
thermostat
thorn
tree
valley
vine
weather
week
west
whistle
wind
wings
winter
woods

Verbs

bloom
blow
fall
grow
plant
sow

Since the following list of words consists of 75 percent of the primary reading vocabulary, it is extremely important to introduce these words with meaningful comprehension into the oral vocabulary of each student during the time he is developing an adequate English vocabulary.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big

call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
drink
draw

eat
eight
every

fall
fast
far
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like

little
live
long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
off
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran

read
red
ride
right
round
run

said
say
saw
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three

to
today
together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was
wash
we
well
went
were
what
where
when
which
white
who
why
will
wish
with
work
would
write

yellow
yes
you
your

V. Development of correct speech habits with the aid of the speech correctionist

Children with speech defects or speech difficulties can often be helped by the speech correctionist or therapist. The areas of perception, sequence, and memory span make up a large part of the program for the summer. Frostig materials and similar ideas can be used with children in need of this type of training. The school psychologist can also help these children and the speech teacher by suggesting various methods of approach and various types of therapy that can best alleviate the problems which these children have. Exercises which encompass laterality, body image, position in space, and position correlation are helpful.

A great deal of time is needed, however, in order for the children to develop and improve the necessary skills, so this area of education should be integrated into the regular classroom schedule. Stimulating therapy and examples of good speech should be provided often.

The preprimary child attains greater success in small group responses than in individual ones, as he is less reticent, and he gets more practice as well as more drill in listening to the sounds as others produce them. Usually these children become aware of and acquire the correct production of sounds in a relatively short time.

A. Commercial materials

Go-Mo Products, Inc. ($1.00 per exercise)
Waterloo, Iowa

Ed-U Cards
Long Island City
New York, New York

Peobody Language Development
Kit No. 2

Whitehaven Sound Spinners
Whitehaven Publishing Company
Box 2
New Richmond, Wisconsin 54017

B. Self-made materials

Booklets emphasizing positions and production of different sounds

Children cut and paste pictures in the booklets. With the use of magnets, they pick up pictures and give clues as to the identification of the pictures. Then they produce a sentence using the name of the picture and emphasize the sound in the name. With younger children, indirect methods of approach can be used.

VI. Development of reading skills

When the child masters the previously listed skills in the oral language program, he should be able to begin successfully the reading readiness program. The teacher must be sure that he understands directional concepts, and he must also be familiar with the words. Otherwise, he may misunderstand the purpose that the teacher has in mind.

For example, this situation might develop when the beginning **m** sound is introduced:

The words used might be **mice, mother, motor.** The teacher might ask the question, "How are these words alike?" The child might first think of the different sounds each makes as mice **squeak,** mother **yells,** motor **roars.** So he must also be familiar with the word **alike** before he can begin matching the beginning sound.

When the child understands the necessary directional words such as **alike, same, different** and the names **mice, mother,** and **motor,** he will then comprehend the meaning of the lesson. Then the following methods can be used effectively:

A. Materials
  1. Object boxes
  2. Language-Master
  3. Filmstrips
  4. **Peabody Kit Levels P and I** (to explain meaning of **alike)**
  5. Continental Booklets
  6. Flannelboard mouth

B. Methods and activities
  1. Stress position of mouth
     a. Have children hum
     b. Have them use mirror to see position of mouth
     c. Have them watch teacher as she describes the position of lips, tongue, and teeth and refers to the flannelboard mouth which shows these positions
        Example:
        Lips closed with teeth slightly apart
     d. Use simple chart for mouth positions of letter-sounds production

Chart for Mouth Positions

Lips Open
Tongue
Teeth Open
N
L
D
T more air expelled

Mouth Closed
Tongue Down
Teeth Apart
M
B
P more air expelled

Lips Apart
Tongue Flat
Teeth Together
Z
S
more air expelled

Lips Apart (relaxed)
Tongue Flat
Teeth Apart
H

Lips Open
Tongue Down
Teeth Apart
G
C - K
more air expelled

Lips Open (lower lip in)
Tongue Down
Teeth Apart
V
F
more air expelled

Lips Round and Open
Tongue Curled
Teeth Apart
W
R
Qu more air expelled

Lips Apart (relaxed)
Tongue Down
Teeth Apart
Y
Tongue Up
J

     e. Ask: "What does a cow say?" MOO
     f. Pass out M & M's: "Mmm, they are delicious!"
     g. Repeat: Mice—**moo**, mother—**moo**, motor—**moo**
     h. Ask: "How are they alike? Do they begin with the same sound?"
     i. Print on board: **Mice, Mother, Motor;** introduce sound of M as the sound in moo
     j. Use filmstrips and compare sounds
     k. Repeat use of object box, comparing objects with **moo**
     l. Use battery boards
     m. Use worksheets which are learning sheets to be completed with teacher and pupils working together

n. Begin use of reading readiness book if child is successful

1) Reading readiness materials needed to develop reading readiness skills

(a) Supervised loud activities
Booklets
Filmstrips (letter sounds)
Houghton-Mifflin Manual
Ginn Consonants Program
Scott, Foresman Talking Alphabet
Big books
Object boxes

(b) Independent loud activities
Battery boards
Language-Master (no earphones)
Object boxes
Books
Print set

Games for Reading Readiness Skills

(c) Supervised quiet activities
Reading readiness booklets
Object box when introducing new letters
Library time
Typewriter
Filmstrips of beginning letter sounds by Houghton-Mifflin

(d) Independent quiet activities
Language-Master (with earphones)
Battery boards
Printed signs on bulletin boards
Magnetic letters and board
Manipulative bulletin boards
Weekly Reader games
Object boxes
Books
Print set
Typewriter

Social Living And Science Program

I. Introduction

In the social living area, the program should incorporate the concepts needed for positive acculturation so that each child is able to function successfully in today's society. The children need to understand as much as possible the economics of our society so that they are able to take care of their money transactions satisfactorily. They should be able to use the common social amenities such as those required in telephone conversations, introductions and negotiation of business transactions. They should also learn at this early age the importance of punctuality.

In the science program, the children need to learn the concepts dealing with their health, safety, and general well-being. Here also, they should have the opportunity to satisfy their curiosity concerning the physical world around them.

Several of the activities and materials given here are suggestions only, as various ideas for teaching the same concepts may be substituted for them or presented in addition to them if they seem more practical in some of the regions where this handbook is used.

SUPERMARKET
Sale TODAY
MY-OWN SUPERMARKET

Social Living

II. Social living concepts

A. The role of the child in the various phases of everyday living
   1. Family
   2. Community
   3. School
   4. Economic component as related to the farm and money values
   5. Spanish cultural component as related to its contributions to our society, thus giving the child a broader understanding of Spanish history and background
   6. Social amenities
      a. Introductions
      b. Telephone manners
      c. Tact in dealing with conflicting situations
      d. Importance of punctuality and reliability
      e. Dangers of slander and gossip
   7. Geography and history components
      Use of maps and globes to learn about different regions in the United States

B. Methods
   1. Use of video taping, still and movie camera shots, recommended to strengthen the concept of self
   2. Use of material which will begin with the child's present situation so he can experience success
      Example: Use ideas about farm, not city
   3. Use of direct experiences rather than material in books where possible

- a. Learning about self and family customs
    - b. Field trips to museum, airport, supermarket, etc., being sure to have previously-set direct objectives and plans for following-up such trips, using resource people where needed
- 4. Use of vicarious experiences
    - a. Movies
    - b. Filmstrips
    - c. Slides
    - d. View-Master
- 5. Emphasis on understanding and on building a meaningful background

C. Activities and materials used to develop social living concepts

- 1. Supervised loud activities
    - a. Going on field trips
    - b. Making of tortillas by Mexican mother
    - c. Tasting party with fruits and vegetables
    - d. Making home-made ice cream
    - e. Popping corn, using popper which enables children to see corn pop
    - f. Having Mexican party
    - g. Using tricycle to teach safety signs
    - h. Discussing problems child encounters
- 2. Independent loud activities
    - a. Using View-Master
    - b. Using globes and maps
    - c. Explaining safety signs with help of teacher
    - d. Using boy dolls and ethnic dolls with dollhouse and furniture
    - e. Arranging for grocery store
    - f. Using telephones provided by Mountain States Telephone Company
    - g. Working puzzle sequences and stories
    - h. Using set of community workers and community builders
- 3. Supervised quiet activities
    - a. Developing calendar skills
    - b. Introducing View-Master pictures
- 4. Independent quiet activities
    - a. Using View-Master
    - b. Using set of families
    - c. Using set of community workers
    - d. Using maps and globes
    - e. Using mirrors
    - f. Using **Childcraft**
    - g. Making adobe house of clay
    - h. Working puzzle of U.S.A.

Our Working World by Senesk
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Families and Their Needs by Anderson, **et al.**
Silver, Burdett Company
Park Avenue and Columbia Road
Morrison, New Jersey 07160

- 5. General materials
    - a. Movies
        - **Three Little Kittens**
        - **Puss in Boots**
        - **The Mailman**
        - **Spring on the Farm**
        - **The Talking Car**
        - **Play in the Snow**
        - **Airplane Trip by Jet**
        - **Passenger Train**
        - **"Wellbe" Bus Safety**
        - **Little Bruins**
        - **A Visit with the Cowboys**
        - **Boats and Ships**
        - **The Policeman**
        - **Summer on the Farm**
        - **Circus Day in Our Town**
        - **Little Black Lamb**
    - b. Filmstrips
        - **The Firehouse**
        - **Helping Mother**
        - **Brothers and Sisters**
        - **Our Job in School**
        - **Ann Visits the Zoo**
    - c. Records 78 RPM
        - **Grandfather's Farm** by B. Landeck
        - **The Chugging Freight Train** by Evelyn Hunt
        - **A Visit of My Little Friend** by Mary Robinson
        - **The Little Engine That Could**
        - **Winnie the Pooh Stories** RCA Camden
        - Young People's Record

Side 1: **Shhh-h-h Bang** by Margaret Wise Brown
  Penny Whistle by Berry Brant
  Waltzing Elephant by North and Graham
Side 2: **Dances from the Ballet**
  Muffin in the Country by Margaret W. Brown
  Muffin in the City by Margaret W. Brown

III. Science Concepts

A. Health
  1. Personal cleanliness
    a. Self
    b. Home
      1) Toilets
      2) Body insects
    c. Water supply
  2. Nutritious food
  3. Safety techniques at the child's level of understanding
    a. Home hazards
      1) Electrical dangers
      2) Insect and animal bites
      3) Poisons—medicine
    b. First-aid techniques in certain situations
      1) Burns
      2) Drowning
      3) Injuries
      4) Poisoning
    c. Traffic safety rules
    d. Benefits of medical attention when needed

B. Development of curiosity to understand the physical world around them
  1. Plants
  2. Animals
  3. Physical science concepts
  4. Seasons

We Are Curious

C. Activities and materials to develop science concepts

1. Supervised loud activities
    - a. Taking trips and making collections
    - b. Allowing pets to visit school
    - c. Planting and watering seeds
    - d. Cooking pumpkin or a similar vegetable
    - e. Heating ice to make water, then steam
2. Independent loud activities
    - a. Using View-Masters and magnifying glasses
    - b. Playing with and examining school pets such as duck, chicken, hamster, fish
    - c. Using Tonator
    - d. Using xylophone and accordion
3. Supervised quiet activities
    - a. Planting and watering seeds
    - b. Cleaning pumpkin or similar vegetable
    - c. Using six basic machines
    - d. Watching examples of gravitation
    - e. Paddling boat magniks

Silver Burdett Picture Kit
Silver Burdett Company
Park Avenue and Columbia Road
Morrison, New Jersey 07960

Wonders of Science

4. Independent quiet activities, using materials listed below
    - View-Masters
    - Giant stand magnifier
    - Science jars for items
    - Aquarium
    - Small magnifying glasses
    - Animals
    - Science puzzle
    - Science bulletin boards
    - "Feel" boards
    - "Smell" bottles
    - Pump and leaky innertube
    - Doctors' and nurses' kits and uniforms
    - Mystery box
    - Prism
    - Magnets
    - Six basic machines
        - Inclined plane
        - Lever
        - Gears
        - Wheel and axle
        - Screw
        - Pulley

Many of these articles may be secured at the address below:

American School Supply Company
2301 Blake Street
Denver, Colorado 80205

Six Basic Machines

5. Movies

Soapy the Germ Fighter
Gray Squirrel
In Case of Fire
Raccoon's Picnic
Animals Growing Up
Eat for Health
Living Things Are Everywhere
Adventures of a Chipmunk
The Beaver

Milk
Mother Deer and Twins
Zoo Baby Animals
Tad the Frog
Robin Redbreast
Teeth Are to Keep
Children in Spring
Your Friend the Water
Films on Health
Films on Food
Films on Flies
Dirty Charlie
Animal Beginnings
Your Friend, "Wellbe"
Defense Against Invasion (Infection)

6. Records
   Creepy, The Crawly Caterpillar 78 RPM by Robinson-Goehr
   The Carrot Seed 45 RPM by Ruth Krauss
   Walt Disney's **The Grasshopper and the Ants**
   Smokey, The Bear Decca
   The Glob by Frank Luther Decca

IV. Field trips

Throughout the year, field trips can be very beneficial in both the social living and science areas. They give the children a chance to conduct themselves properly in public as well as an opportunity to enjoy firsthand experiences with the materials which they have studied in the classroom.

Taking still and moving pictures on all of the trips is an exciting way to reinforce important newly-learned concepts when the pupils are back in the classroom and are enjoying talking about their experiences.

It is an ideal time during the out-of-town trips to allot each child a nickel and a stamp so that he can select a picture post card and mail it back to his own address. For children of this age, the names and addresses must be prepared on gummed labels before the trip so that they can easily be glued to the post cards.

A. Park and zoo
   1. Children observe animals and perhaps feed them
   2. Use playground equipment
   3. Eat a picnic lunch

B. Fire station
   1. Children examine trucks, hoses, and accommodations for firemen
   2. In follow-up lessons, explain necessity for fire stations

C. Police or sheriff's office
   Visit to classroom by official, if possible, before trip to help establish friendly atmosphere, as many of these children have a fear of anyone connected with the law

D. Turkey farm
   Children observe how turkeys are housed, fed, and cared for until ready for market

E. Mountains
   1. May be a first time to see the mountains for many children, so they will need time to view surroundings
   2. May observe rocks, trees, fish, a mountain stream, a mountain road

F. Airport
   1. Children may board plane so they can experience feeling of being passengers
   2. May go up on observation deck and watch planes take off and land

Mathematics Program

I. Introduction

Numerical concepts should be developed in relation to measuring quantities, time, money, and geometric shapes. It is essential to begin with concrete objects, then progress to the semi-concrete objects before using abstract symbols. If retention and application are to be mastered, new concepts should be built in the following order:

II. Activities and materials

A. Recognition of geometric shapes in this order: circle, square, triangle, rectangle

B. Pointing and counting in rhythm

C. Recognition and meaning of sets

D. Recognition and meaning of numerals

E. Printing numerals

F. Recognition of equivalent and non-equivalent sets

G. Materials needed to develop numbers concepts
   1. For supervised loud activities
      Booklets
      Number lines

Calendar

Cuisenaire Rods by Gettagno
Cuisenaire Company of America, Inc.,
9 Elm Avenue
Mt. Vernon, New York

SRA Workbooks and Inquisitive Games by Herbert Sprigle
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

LAPLAND
August
1969

Calendar Skills

Experimenting with Numbers Kit by Catherine Stern
Houghton-Mifflin Company
1900 South Batavia Avenue
Geneva, Illinois 60134

2. For independent loud activities
   Print set
   Chalk board
   Stern's kit
   Dominoes
   Pegboards
   Counting discs
   Magnetic boards and numbers
   Tape
   Clocks
   Rods

Magnetic geometric shapes
Number lines
Counting frames

Educational thermometer

Number fit-ons

Shake-number sets

Number concept frames
Addco

Counting cubes

Flannel board and numbers

Play money and store
Enterprise West, Inc.
2639 Hernes Circle
Salt Lake City, Utah 84117
(For Number Concept Frames)

Numbers

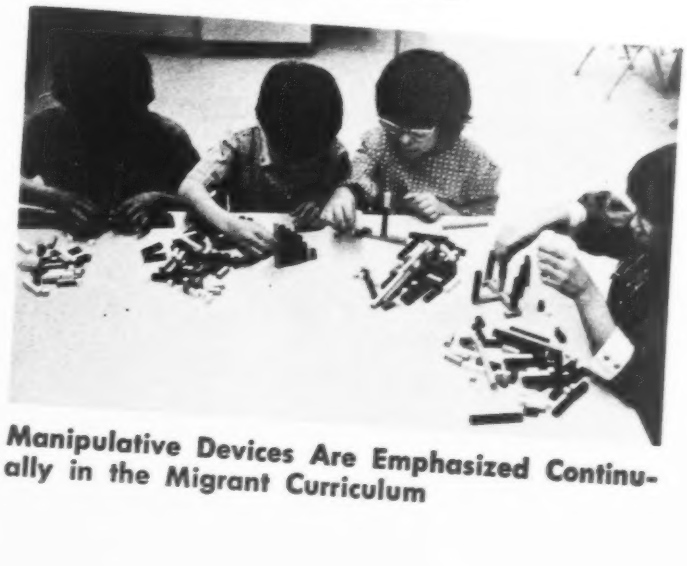
Educational thermometer
Play money
Print set
Pegboards
Counting frames
Number lines
Dominoes
Shake-number sets
Tape
Magnetic boards with numbers
Flannel boards
Stern's kit
Number fit-ons
Manipulative bulletin boards
Clock
Counting cubes
SRA Inquisitive Games

5 Five
4 Four
3 Th
2 Two 2
1

Numbers

3. For supervised quiet activities
   Number booklets
   Number games (listed under independent activities)

4. For independent quiet activities
   Language-Master with earphones (practice numbers)
   "See-thru" clock
   Chalk board
   Mathematics Learning Lab No. 100 (plastic and rubber shapes)
   Rods



Manipulative Devices Are Emphasized Continually in the Migrant Curriculum

The Fine Arts Program

I. Introduction

The fine arts program for the child should be incorporated into many learning experiences as well as in the free self-expression experiences of each one. Through this media it is possible for him to express himself more adequately and freely in a way that enables him to feel positively identified with all peer groups. This feeling of identification, in turn, helps to create a better feeling of self-adequacy and self-worth for each child.

The program should enhance appreciation for the "Great Works" when they are introduced as pleasurable visual auditory experiences.

There is no absolute grade level of achievement to be attained before a progression of more difficult skills can be introduced into the program. However, the following art experiences are listed in a sequential order of difficulty for the child's mastery.

Paint Time

II. Activities and materials

A. Use of hands only for manipulation of finger paint and clay designs as well as for tearing and pasting paper

B. Use of manipulative materials with instruction from teacher if such aid is necessary for the child to experience success

- Crayons
- Paint—brushes, sponges, wet chalk
- Scissors
- Papier-mache
- Carpentry tools
- Felt-tipped pens
- Stitchery with needles, yarn, and paper plates

C. Art projects

1. Finger painting by autotelic experience
   a. First experience
      1) Have each child use one primary color
      2) Teacher converses with each child and encourages him to repeat name of color several times in conversation
      3) Encourage use of whole hand and the covering of whole sheet of paper
      4) Encourage each pupil to find as many objects as possible to match color used
   b. Second and third experiences
      1) Repeat first experience with the second and then third primary colors
      2) Repeat step 2), then 3), then 4)
   c. Fourth, fifth, and sixth experiences
      1) Child mixes two primary colors which allows him to discover a secondary color
      2) Repeat mixing of all primary colors until all secondary colors are discovered and identified
2. Clay modeling
   a. Encourage child to keep clay in one chunk, rolling and pounding it
   b. Have him make his own creations, using no molds
   c. Relate projects to unit on Mexican pottery
3. Tearing and pasting
   a. Encourage child to use free and multicolor designs
   b. Instruct him to apply paste to small pieces of paper to be pasted onto

larger pieces, as results will be more pleasing than if pasting is done in opposite manner

4. Using crayons
   Encourage child to use free-sweeping movements
   b. Trace parts or whole body
      1) Can be group project
      2) May draw whole self or only elbow, hand, foot, etc.
      3) Should fill inside the lines
   c. May draw figures in family
   d. May make simple color build-ups
5. Painting with brushes, sponges, wet chalk
   a. Again encourage child to use free-sweeping movements
   b. Encourage him to create own expressions and interpretations from stories, songs, experiences on field trips
6. Using oral expression to describe finished product
   The teacher may help him by saying, "Tell me about your picture," not "What is that?"
7. Using scissors with assistance from teacher in how to hold and cut with them
   a. Secure "Lefty" scissors for left-handed children
   b. Encourage child to use free cutting and ignore lines at first
   c. Have him cut geometric designs
   d. Have him then combine cutting with pasting
8. Using papier-mache
   a. Teacher demonstrates how to make papier-mache animals, etc., over bottles or balloons
   b. Encourage him to work out own designs, requiring no conformity to a particular pattern
9. Using carpentry tools
   a. Teacher gives child complete freedom of design and media
   b. Teacher emphasizes safety at all times
   c. Child may combine this activity with pasting, painting, and coloring if he desires
10. Using felt-tipped pens with big figures and designs, as they are good to illustrate this medium
11. Using stitchery
   a. Encourage child to develop own design
   b. Have him use dull-pointed needles and yarn

D. Materials for teacher of pre-primary children

Craft Guides—For each grade, K-6 $1.35 each

Art Guides —For each grade, K-6, by Carvel and Lorita Lee, $1.35 each
T. S. Denison and Company, Inc.
Minneapolis, Minnesota
55415

Music Program

I. Introduction

The music program can serve many purposes in the pre-primary area, since it can easily be coordinated with most of the other parts of the general program. The chief purpose, however, is enjoyment of music as one of the arts. One of the other goals may be to provide entirely new experiences, while another may be to aid in reinforcing learning concepts in other areas. Suggested specific objectvies are listed below:

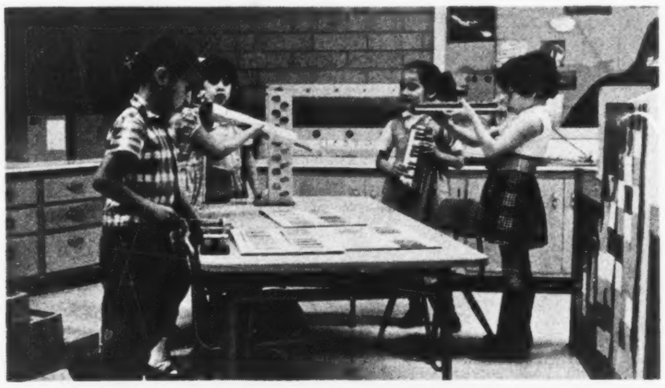
Learning of songs most American children know
Learning to respond to music, such as running when the music seems to "run"
Gaining some concept of meter by playing instruments in time to music
Learning some familiar folk games and dances
Developing the ability to listen for pronunciation of words and the rhyming of words, and hearing their likenesses and differences
Gaining additional vocabulary

Learning to express thought and feeling
Expressing the rhythm of words and melody

II. Activities

A. Listening experiences which are basic to all music experiences
  1. Listen to someone singing, accompanying, or playing records before trying to sing song
  2. Listen to explanation of word content for meaning
  3. Listen to records while looking at pictures pertaining to the sounds
  4. Interpret music with body movement, painting, coloring, etc.

B. Singing experiences
  1. Discovering various qualities of voice by comparing whispering voice, inside and outside talking voice, shouting voice, and humming and singing voice
  2. Developing feeling of freedom in quality so one can sing with clearness and self-expression



Music Time

C. Methods in further development of activities
  1. Choosing songs with appropriate word content for specific development of child and containing repetition of words and melody
  2. Dividing listening time into short periods of not more than twenty minutes in order to accommodate short listening span of children
  3. Having children count and clap to rhythms
  4. Using rhythm band activities, encouraging child to respond to different meters
  5. Having children clap and march simultaneously
  6. Selecting activities where all can participate and changing those activities frequently
  7. Using children's favorite selections such as **Hokey-Pokey; The Little Red Caboose; Spanish Counting Song, Mi Perrito**

D. Materials
  1. Appropriate primary songs: nursery rhymes, name songs, singing games, number songs, question and answer songs, folk songs
  2. Specific selections
     Little Red Caboose
     Ten Little Indians
     Trot My Pony
       A record called **"Headstart with Music"**
     Exercise Song
       Music for Young Americans — Book 1, page 8
     Spanish Counting Song, Mi Perrito
       Hola Vamos a Cantar a book
     Eency Weency Spider, Clap Your Hands, Did You Ever See a Lassie?
       From memory
     Gretel Pastatel (Senorita Garcia) page 26 Follett Publishing Company
     The Drum Song
       In **Music for Young Americans,** Book 1, page 98
  3. Folk dances and games
     London Bridge
     Hokey-Pokey
     Looby Loo
     Hickory Dickory Dock
     Let Your Feet Go Tap, Tap, Tap
     The Farmer in the Dell
  4. Movie
     Toot, Whistle, Plunk, Boom
  5. Filmstrips — Same as those listed earlier, including **Lady and the Tramp** and others
  6. Records
     Rusty in Orchestraville—Capitol
       Written and produced by Alan Liv-

ingston; talking and singing sound by Sonovox

Reading Readiness and Number Readiness

Rhythm Record Company
9203 Nichols Road
Oklahoma City, Oklahoma 73120

Music for Young Americans — Album BM-K

Recorded Songs for Kindergarten — Audio Education, Inc.

American Book Company
55 Fifth Avenue
New York, New York 10003

Sparky's Magic Baton

Record Readers
Capitol Records 45 RPM

The Little Tune That Ran Away by Peter Lind Hayes

Creative Movement for the Developing Child by Clare Cherry

A nursery school handbook for non-musicians

Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

Primary Level

I. Introduction

The child who is able to express himself adequately in the English language, who shows signs of readiness for reading, or who is reading, can be placed in the primary level. These children are approximately from seven to ten years of age. Here, as in the early primary level, the child needs to feel that the members of the staff realize that he is important as a person, that they are friendly, and that they are eager to know and work with him.

The staff members for approximately forty-five children should probably consist of three teachers, three aides, and a number of volunteers. They should possess the same qualities and characteristics of any good teacher, but should have a greater understanding of the migrant child and his particular difficulties. The ability to speak and understand some Spanish is of inestimable value in this situation.

The physical make-up of the classroom can be quite similar to that of the pre-primary area, except there is less need for as many manipulative devices for motor skill development. Otherwise, the provision for interest centers is equally important.

The same general procedures usually may be followed as those which are employed in the preceding level. The staff members take an inventory of the child's abilities and stage of development before placing him in a particular group where they feel that he can make the most progress. The methods and materials used are those which interest the child, which add to his feelings of confidence and security, and which will motivate him to achieve success.

II. Orientation and placement

For the first two or three days the teachers and aides, in addition to helping the child to become pleasantly oriented, should use tests and procedures which will indicate where he is academically in his development and show his strengths and weaknesses, especially in the English and mathematics skills. Learning as much as possible about his family and home life will also prove valuable to staff members in helping them to understand him and to place him in the proper group.

Usually, the inventory procedures take place in the morning, and regular classroom activities follow in the afternoons. While teachers administer the inventory, the aides guide and assist the other students at the prepared interest centers.

Since migrant students enter and leave school rather frequently, a new student who enters after the term has begun can be assigned temporarily to a teacher for the diagnostic tests, which should be continued over a period of several days. This procedure affords the teachers an opportunity to meet together and decide in what group the child should be placed.

A. Methods and materials for taking the inventory

1. To determine word-attack instructional level, administer the **Silvaroli Reading Test** on a one-to-one basis, which requires approximately fifteen minutes per child
2. To determine comprehension level, allow child to choose books he would like to read from a series of books covering a range of comprehension and interest levels, thus giving an insight into his comprehension and interest levels
3. To test basic mathematics skills, use teacher-made devices which are fun for the child and which are unique and more desirable than pages of problems
4. To discover facts about child's background, his strengths and weaknesses, and his interests, the informal individual interview is of most value
    a. Discussing his family and home life
    b. Observing his strengths and weak-

nesses in communication, in English comprehension, in academic skills

c. Discovering his likes and dislikes in academic work and in social activities

B. At conclusion of interviews, teachers meet to discuss language abilities of students and group them accordingly into one of the following levels:

1. Reading Readiness
2. Preprimer
3. First Reader 1[1]
4. Second Reader 1[2]
5. Second Grade First Semester Reader 2[1]
6. Second Grade Second Semester Reader 2[2]

Communicative Skills Program

I. Introduction

Since children at this level are able to express their ideas in English so that they can be understood, this program in developing communicative skills is concerned mainly with their improvement in these skills. They will continue to need a program whch provides sequential patterns for this development.

After the pupils are placed in the proper group, appropriate activities and materials should be employed to sustain each child's interest, to aid him in mastering the skills needed at his level of ability, and to stimulate his motivation for achievement.

The main areas which are covered in this program are: the development of visual perception, or the fine motor skills; the development of oral language skills, including the building of an effective vocabulary; the offering of speech correction where needed; the development of reading skills and writing skills.

II. Development of visual perception (fine motor skills)

A. Methods to involve the senses

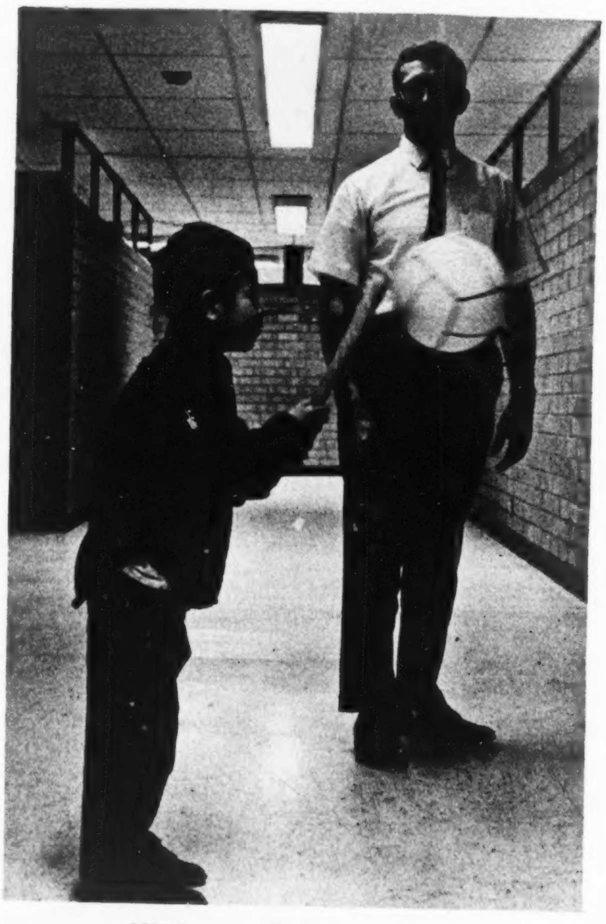
1. Visual, including visualizing with eyes closed
2. Kinesthetic, tracing in the air
3. Tactile, tracing with the finger and matching perceived image with one on a worksheet, then constructing the image on paper

B. Suggested materials

Developing Cognitive Skills in Young Learners Set of seven filmstrips
Classroom Materials Company
93 Myrtle Drive
Great Neck, New York 11021

Visual Perception Set of seven filmstrips —$49.00
Classroom Materials Company

Frostig Perception Materials, Worksheets
Divide room into two groups, one having a lesson using filmstrip; second group doing follow-up worksheet lesson



Hitting a Swinging Ball

Matching Hand Prints

Developing Learning Readiness—Manual RMSEC (P.A.S.S.)

Kelp—Kindergarten Evaluation of Learning Materials RMSEC
McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Readiness through Level 2—Material for the **Controlled Reader**

III. Development of oral language

Development of this phase of the communicative skills necessitates a pleasant, tension-free atmosphere in the classroom. From the first day, the staff members should establish good rapport between the pupils and themselves before beginning any developmental oral language activity.

The topics for the activities should be in a context very familiar to the children concerned, as there will be no spontaneous response if the setting is strange. The teachers and aides should accept all that is said without reservation, making no criticism.

Encouraging the children to communicate with each other, with the teacher acting as a member of the group, will tend to develop ease and spontaneity of expression. Once this atmosphere is created, the children will be more easily motivated to respond in various group activities.

A. Activities and materials
  1. Vocabulary lists
    a. List which children should learn to use with meaning, with the present, present progressive, and past forms of some verbs being taught as needed

afternoon
airplane
another
apple
arm

baby
bad
ball
Band-Aid
basket
beans
bed
begin
bell
big
bird
birthday
bite
blackboard
blanket
bleeding
block
blow
book
boots
bounce
box
boy
bread
breakfast
bring
broom
brother
brush
buggy
build
building
bus
butter
button

cabin
cafeteria
cake
camp
car
careful
cat
catch
cents

chair
chalk
chicken
children
choose
church
circle
clap
clay
clock
clothes
clouds
coat
color
comb
cook
cotton
cough
count
cover
cow
crayon
cross
cry
cup
cut

daddy
dark
day
different
dime
dirty
dishes
dog
doll
dollar
don't
door
dress
drum
dry

ear
egg
end
erase
eraser
everyone
excuse me
eye

face
family
farmer
father
feed
feet
field
finger
fingernails
fix
flag
floor
flower
flush
food
foot
fork
fountain
friend
fruit
fun

game
garage
garden
girl
good-bye
good morning
grandfather
grandmother
grass
ground

hair
hall
hammer
hand
handkerchief
hang
happy
hat
have
head
hear
hello
hers
hide
high
hit
hole
home

hop
horse
house

ice cream
irrigate

Kleenex
knees
knife

lake
last
learn
leaves
left
let's
letter
lie
line
listen
look
loud
love
low
lunch

mail
man
mark
mat
meat
men
milk
minutes
miss
money
moon
more
morning
mother
mouth
move

nail
name
napkin
neck
need
next
nickel
night
nine

nose
no
not
now
number
nurse

o'clock
office
orange
outside

page
paint
pair
pan
pants
paper
party
paste
piano
picture
piece
pig
place
plant
plate
playground
please
plow
pocket
post office
purple
puzzle

quarter
quiet

rabbit
rain
ranch
read
ready
recess
rest
ring
road
rock
roll
room
rope

salute

same
say
school
scissors
sell
set
share
shelf
shirt
shoe
short
show
shower
shut
sick
sister
skip
sky
soap
something
song
soup
spoon
stick
stomach
store
story
stove
straight
straw
sun
sweater
sweep
swing

table
talk
teacher
teeth
thank you
this
those
three
throw
tie
time
to
today
toilet
tomorrow
toothbrush
top
towel

town
toy
tractor
train
tree
truck
turn

until

wait
wake
water
way
wet
wind
window
with
wipe
wood

work
write

years
yellow
yes
yesterday
you
your

b. Second list, called "Signs of Everyday Life," and selected because of their cruciality to social living, should be mastered orally with meaning

1) May be purchased as printed signs

The Rocky Mountain Special Education Instructional Materials Center (RMSEIMC)
University of Northern Colorado
Department of Special Education
Greeley, Colorado 80631

2) May be a project for class to make them by using a print set, with pictures cut from magazines and pasted on pages to serve as illustrations

no swimming
do not touch
out of order
use other door
handle with care
no spitting
barbershop
ladies' toilet
men's toilet
watch your step
public telephone
help wanted
beware of dog
ice not safe
fire extinguisher
closed for repairs
waiting room
railroad
caution
explosives
bank

dynamite
danger
no
post office
push
library
for sale
office
hospital
doctor
sheriff
down
off
close
open
school
elevator
escalator
fire escape
police
restroom

keep out
keep off
drop-off (noun)
no fishing
fragile
quiet
in
stairway
fire alarm
deep water
gasoline
no smoking
no hunting
live wires
fresh paint
courthouse
women's toilet
crossing
air raid shelter
high voltage
no admittance
for rent
information
men
exit
wet paint
warning
women
bus stop
entrance
lunchroom
wanted
dentist
private
stop
up
gentlemen
first-aid
tickets
waste
cafe
out
poison
emergency
employees
lavatory
balcony
flammable
pay—enter
pay—leave
hands off
pull
city hall

2. Language stations to promote the interest of the children
3. **Peabody Kits** Nos. 1, 2, 3
    a. Promotes enthusiastic oral responses from children
    b. Develops many science and social living concepts as well as oral language skills
    c. May be used effectively by aides as well as teachers
4. Teletalk, a helpful device to develop conversational English
5. Tape recorder
    Child may record a selection each week and then compare each recording with his first one to see his improvement
6. Microphone, an instrument to encourage correct production of sounds
7. Role-playing activities to help attain desirable peer relationships
    a. Introducing friends
    b. Meeting strangers
8. Puppets
    Example of use with a story:
        Use the story of Cinderella, having the children, with the help of an aide, devise the dialogue, choose the characters, and make paper bag puppets
    Example of using them to illustrate choral readings:
        Children can make giant stuffed pictures of animals and people
9. Telephone
    a. Learn to dial
    b. Carry on conversation
    c. Take messages
    d. Dial emergency numbers and relay proper information
10. Learning specific skills of finishing a story
    a. By listing events in sequence
    b. By drawing a conclusion after listening to portion of story
11. Describing people
12. Giving directions
13. Telling story of picture
14. Sharing experiences
15. Listening experiences which can be practiced in all of the activities listed above and in the library
16. Oral language filmstrips
    Tortoise and Hare
    Little Hiawatha Series
    Walt Disney 496-509
    Ugly Duckling
    Big and Small, Short and Tall
    Lazy Jack
    Gingerbread Boy
    Peter Rabbit
    Brave Engineer
    R' Coon Dog
    A Ducky Decision
    Ferdinand
    Snow White
    Pluto's Fledgling
    Chicken in the Rough

IV. Speech and language correction

In this area it is important that the difficulties be noticed and diagnosed early in the term so that speech correction methods may be applied immediately. Many of the same materials used at the pre-primary level will prove beneficial at this level, but a more direct approach in applying them is more effective. The teacher should emphasize more the mouth structure, tongue placement, and adequate breath supply.

Because these children are older, their in-correct production of sounds is more stabilized. Therefore, it is sometimes difficult to notice improvement, as their patterns of speech have become a habit that takes much longer to overcome. After they hear a sound in the initial, medial, and final positions, they have a better understanding of the difference between the sound they are producing and the one they hear. Then when they can see the correct placement of the lips, tongue, and teeth, and learn whether the sounds are made in the forward part of the mouth, in the middle, or in the back, they are more able to understand what they are attempting to do.

The correction of errors that have become a part of a child's speech, like an error in any other field, is much more time-consuming than the teaching of the correct form in the first place. The teacher must have a great deal of patience and work with the child in short periods of time in order to retain his interest and motivate him to continue the work. As in the early primary level, group responses may prove more helpful at times than working with the individual.

Speech Correction

V. Development of reading skills

Migrant children do not relate to the content and setting of conventional pre-primers, so, as a result of their lack of interest, they memorize by rote the vocabulary in these books. Some of them have had previous exposure to these readers and have probably experienced failure. Therefore, they now need different materials and different approaches. A number of such materials and activities are included in this part of the program.

A. For beginning reading skills

1. Master as a sight-reading vocabulary **Basic Sight Vocabulary of 220 Words** compiled by E. W. Dolch

   This list was presented to be learned as an oral vocabulary in the early primary level.

2. Master as much as possible of the **crucial word list** as a sight vocabulary
3. Use Readiness, pre-primer level for ages 7, 8, 9
4. Use **Development of Organic Vocabulary**

   Uses Sylvia Ashton-Warner approach, one that the author used successfully with Maori children in New Zealand

   a. Word list composed of words child has selected because he uses them in his own speech and wants to learn them

   b. New words added each day, keeping the list a very personal sight vocabulary that is meaningful to him

   c. Method of learning words
      1) Teacher writes word on a card
      2) Child traces it in the air or on card

5. Use language experience charts as a sequence to **Organic Vocabulary Development**

   Excellent for developing successful and positive motivation with children of different cultural background; results in eagerness of children to relate experiences

   a. Teacher records story on chart as child relates his experiences

   b. Children share their experiences, illustrate them, and take work home to read

   c. Stories developed on such subjects as: Poncho, My Dog; My Family; Work in the Beets; A Visit to Denver; All About Me

   Example: My dog is Poncho.
   Poncho is black and white.
   He is little.
   Poncho likes to run and bark.
   I like my dog.

Reading His Own Story

B. Beginning phonics work

After adequate sight vocabulary is developed, phonetic work is begun, and the child begins to read trade books. The following sounds are introduced in sequential order, with the underlined groups particularly emphasized for mastery. The vowel sounds are difficult, so much time must be spent stressing especially the long and short sounds in reading.

1. Single consonants (sound and form)
   j, d, f, g, b, s, t, v, w, n, p, c, k, j, l, r, y
2. Speech consonants
   ch, sh, th, wh. Use of context and initial letters
3. Substitution
   d, r, g, s, p, w, l, t, h, c, b, f, k, m, j, n, ch, wh, th, sh
4. Consonant blends
   tr, fl, str, fr
5. Substitution
   y, v, tr, str
6. Word endings
   s
7. Initial consonants and consonant blends
   bl, cr, z, st, thr, gr, pr, cl, br, pl, and soft c
8. Substitution (consonant blends)
   fr, bl, st, fl, gr, cl, br, pl
9. Word endings
   ed (t and d sounds), ing
10. Consonant blends
    sm, gl, sn, dr, tw, sc
11. Substitution (consonant blends)
    dr, gl, thr, pr, sm, sn
12. Word endings
    er, es, est, y, ly
13. Initial consonants and consonant blends
    qu, spr, soft g
14. Vowels and vowel combinations, long and short
    a, e, i, o, u, ai, ay. Short ea, long ea, ee, oa (with long o), oo, ou, ow (as in cow), ow (as in show), **ou sounds, vowels with silent e**, vowel combinations ie, ue, etc.
15. Word endings
    le, e, en, ful
16. Substitution
    spr, e, i, ea, a, ai, oo, ou, ow, oa, ee, o
17. Prefixes
    un

C. General materials and methods for teaching reading

1. Books

   Miami Linguistic Readers

   Trade books

   Buttons Series
   Cowboy Sam Series
   Follett Beginning-To-Read Series
   Dan Frontier Series
   Stanwix House Readers

   Miscellaneous books

   Open Highway Series

   Varied topics with interest appeal to all children. Relates story activities which open doors for numerous language development exercises when the activity is shared upon completion of reading.
   Contains new material

   McKee's Readers

   Houghton-Mifflin Company
   1900 South Batavia Avenue
   Geneva, Illinois 60134

2. Filmstrips

   Learning Letter Sounds (N)
   Learning Letter Sounds (1+)

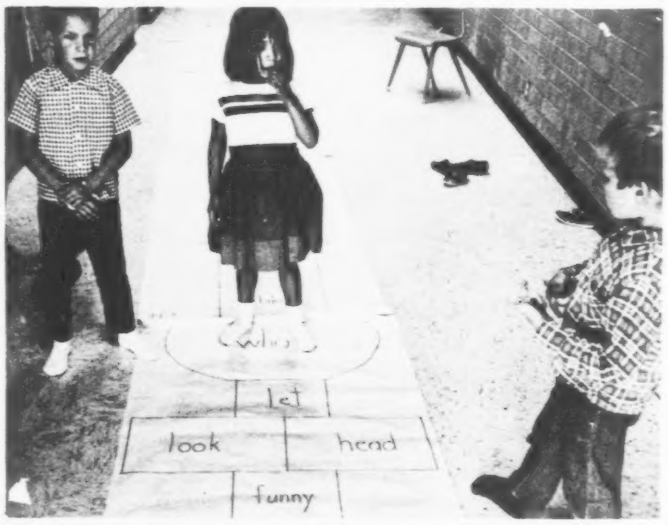
Reading Filmstrips

3. Audio-visual materials
   Controlled Reader (filmstrips)
   Crucial Words (Set of 60, listed on a previous page)
   Frostig materials and exercises
   Headsets for listening to tapes, records
   Filmstrip projector for picture reading and reading of stories
   Tape recorder for taping child's reading
   Homemade devices such as a battery board for initial sounds;
   Language-Master for whole-word recognition.
   Master for whole-word recognition
   Rhyming picture cards
   Letter cards to match beginning sounds with picture cards

Ff
Mm
Hh
Ll
Gg

Matching Beginning Sound with Letter

   Letter cards to match ending sound picture cards
   Vowel tapes on which child can mark the word in which he hears the individual vowel sound
   Story tapes to which children can listen while following the words in the book
   Couple reading—two children read to each other
   Playing hopscotch with children working in pairs; one jumps and other says the words from list taken from reader or other materials at the level at which they are reading



Playing Hopscotch

VI. Development of written language skills

Handwriting and spelling are important skills for the young child to begin early, as they will also facilitate his understanding of the language.

A. Methods and materials for developing handwriting skills
   1. Review all manuscript letters
   2. Introduce and proceed with cursive letters
      a. Use of overhead projector for penmanship lessons; a good motivating procedure
         Dittos for these lessons may be made or purchased
            Jenn (A Division of Allied Manufacturing Company)
            815-825 East Market Street
            Louisville, Kentucky 40206

   b. Use of stories about field trips, experiences, and events as subject material
   c. Use of his own booklet in which he keeps information about himself and his work
   d. Thank-you notes when applicable

Greater Cleveland
Mathematics Program

Writing Time

B. Methods for teaching spelling
   1. Use of tapes
   2. Botel: **Spelling and Handwriting Programs A & B**
      Discovery-approach method, with much self-teaching
   3. General procedure for identification of figures, words, numerals, etc.
      a. Name word, saying aloud the name of the letters
      b. Visualize it with eyes closed or looking away and then check with copy
      c. Trace it in the air and check with copy (kinesthetic)
      d. Circle it on a worksheet and check with copy (matching)
      e. Trace over it on worksheet, making sure the finger comes in contact with paper (tactile)
      f. Make one like it while not looking at copy and then check with copy (visual memory)
      g. Repeat as necessary any of the preceding steps

Social Living And Science Program

I. Introduction

The social living program can be related very closely to the language program, as many of the actual experiences which the students have in this field furnish topics for them to discuss. Since the program deals with their home life and their life in the school and community, these are also the subjects in which they have the greatest interest. Children enjoy talking about their experiences which occur outside the classroom.

This program is mainly concerned with broadening the child's experiences in his own community and helping him develop his own concepts for living as a part of his immediate surroundings. At this age, he can begin to gain some feeling of responsibility for doing his share of work at home, in group work at school, and in play activities.

Some phases of this program may also suggest to him an appreciation of the important elements of his culture of which he can be proud, thus strengthening his self-image.

In the science area, he discovers the physical world around him, chiefly through interesting activities and projects in which he takes part as an individual or in a group. Efforts to help the children establish good health habits is one of the most important aspects of this program.

II. Activities and materials for social living program

A. Role-playing
   1. Introducing friends
   2. Introducing strangers
   3. Resolving conflicts with peers
   4. Meeting disappointments and success in daily experiences

B. Field trips

All field trips should be carefully planned and include follow-up learning activities. The places visited should be selected so that they will enable the child to identify himself as an interested and participating member of the group.

Some follow-up activities that can be employed are: the writing of thank-you letters, making picture booklets, role-playing, making clay models, singing about various community helpers, seeing related films and filmstrips, and finding library books dealing with the subjects.

These are merely suggestions, as individual teachers may have other ideas which they feel will be of interest and of help in acquainting the children with their surroundings.

1. Grocery store
   If the tour guide is able to speak in Spanish, the children will gain more from the experience. The tour should include the entire store such as the regular canned goods department, the fresh vegetables area, the bakery, and the meat-packing department.
2. City complex
   This visit should include the fire station, police station, public library, and the museum. It is helpful if the guide is a friendly, kind person who understands small children and can use very simple terminology. The children will then be more inclined to ask questions.
3. City tour
   Before beginning this tour, make a list of the places that the children want to see. If a portable loudspeaker is available, take it along so that everyone can hear about the points of interest. This trip seems to be one of the most interesting ones to the group.
4. Potato chip factory, pretzel factory, a dairy, and the post office
   Visits to all of these places are very worthwhile.
5. Bank
   Members of the banking personnel are usually very friendly and helpful, thus providing beneficial results for the children.
6. A Sioux Indian performance
   Children can play the roles of Indians by making and wearing headbands, and perhaps many of them can join in a dance.
7. Theatre showing of an appropriate film
   Have change ready so that each child can buy his own ticket, thus helping to establish an important self-image.
8. Park and zoo
   The children can take picnic lunches on this visit and can play on the playground equipment. A nature walk will be of interest, as the children can collect many treasures that can be studied later at school. If there is a zoo in the park, the children will always enjoy watching the animals. For a visit to a large park, there should be a number of adults serving as sponsors so that each person has only a few children for whom to be responsible.
9. Airport
   This trip usually proves to be the most fascinating one. It can be taken jointly with the early primary level. If taken this way, several adults should help as sponsors. As with the early-primary group, the children can board a plane for a few minutes and can go up on the observation deck to watch planes land and take off.

C. Social living films

Mexican Children
An Airplane Trip to Mexico
The Policeman
The Mailman
Our Community
Neighborhoods Are Different
Cattleman Rancher's Story
The Food Store
You and Your Food
Bread
Milk
Ways to Good Health Habits
Mealtime Manners
American Flag
The Oregon Trail
Boats and Ships

Wool
Animals Useful to Me
Let's Share with Others
Middle States
Appreciating Our Parents

D. Social living filmstrips
Policeman at Work
Fireman at Work
Post Office Workers
Beef from Store to Table
Your Daily Bread
Independence Day

III. Activities and materials for the science program

A. Science and health projects
1. Make rainbow with glass prism; draw and label all the colors
2. Place water cycle in shoe box or hat box; observe evaporation, etc.
3. Study characteristics of air, as in wind, water; as a space-filling agent; its invisible quality; its necessity for life
4. Study division of day and night, using glove, flashlight, dark room for demonstration
5. Study of weather, stressing importance of wearing appropriate clothing for various kinds of weather in order to promote good health; children may dress dolls accordingly and explain their dress to group
6. Learn importance of keeping good teeth through proper brushing; child may bring record to play while brushing teeth; helps give him feeling of importance and encourages more verbalization through use of music

B. Science films
Zoo Baby Animals
Farm Animals
Mother Deer and Her Twins
Elephant Baby
Life in the Desert
Animals at Work in Nature
Animals: Tracks and Signs
Animals Growing Up
Adventure of the Chipmunk Family
Gray Squirrel
Living Things Are Everywhere
The Honeybee
Eat for Health
Soapy, The Germ Fighter
Life Story of a Snake
How Nature Protects Animals
Our Shrinking World
The Beaver

C. Science filmstrips
Breads You Make with Yeast
Keeping Neat and Clean
Health Helpers
Roger's Rabbit
Care of Animals

Independent Story Time

Mathematics Program

I. Introduction

The children in the primary level are usually closer to their grade level in mathematics than in the other areas. This program should be primarily of practical help to the children, aiding them in learning concepts which they are already meeting in daily living. Most of their experiences deal with the learning and developing of skills necessary in various monetary transactions or in following directions.

They can begin learning addition and subtraction, simple measurements, telling time, and learning the value of some of the smaller denominations of money as they use them in buying some articles which they may have in their classroom store.

II. Developing skills

A. In addition and subtraction

1. Use addition-subtraction light-up board
2. Listen to records and tapes relating to number concepts

B. In measurements, using actual measuring unit

1. Telling time
    a. Hour and half-hour
    b. Time to get up, go to bed, swim, eat, go to music, lunch, recess, supper, breakfast, midnight, noon
    c. Experience of a second's time by doing something for a second; for one minute, as whistling; one-half hour, as reading; or an hour of working independently or in a group in an interest center
    d. Making a paper watch, with moveable hands to wear; making a clock with moveable hands, with paper plate for dial
    e. Counting time by 5's
    f. Learning numbers on calendar and their meaning, using the current month each time
2. Using money
    a. Learning value of a penny, a nickel, a dime
    b. Playing store with play money
    c. Using real money to make transaction more meaningful
    d. Role-playing, using coins to solve on-the-spot problems
    e. Counting by 1's, 5's, 10's or by combination of all
3. Learning linear measurements
    Measuring height of doorknob; desk, table; the students themselves, finding height of tallest one in class; the ceiling
4. Learning liquid measurements
    Gallon, quart, pint, glass
5. Learning weight measurements
    Pencil, toy car, the students themselves
6. Learning the measurements of temperature, using a graph to record daily temperatures
7. Developing skill in using fractions (½, ⅓, ¼)
    a. Use of flannel board
    b. Use of cardboard objects and pieces

C. Additional materials

Sadlier Workbooks

Allows more advanced groups to work independently, with aides and teachers checking their completed work

SRA Worksheets

Allows the less advanced groups to progress at their own speed, better than Sadlier, with the aides and teachers checking the completed lessons

Fine Arts Program

I. Introduction

Art work is coordinated with nearly all of the other subjects. It helps to make those subjects more interesting and more meaningful, and, at the same time, develops visual and motor skills in the individual child. He also becomes more aware of examples of art in nature and then begins to develop a greater awareness of and appreciation for various forms of art in his surroundings.

II. Some additional suggestions of activities and materials

A. Use of pop-art

Decorate pop bottles in patriotic red, white, and blue colors so they can be used to decorate rooms at home

B. Make footprint pictures to stimulate creativeness

C. Collect pictures in various colors of different objects or scenes for the bulletin board

D. Draw pictures of leaves or other objects, color them and then paste on paper or fasten to bulletin board

E. May use many ideas suggested in the early primary program

Music Program

I. Introduction

The music program at this level, as at the early primary level, is presented chiefly for enjoyment, although it also is coordinated with most of the other areas.

The main goals of this program, in addition to all of those listed in the pre-primary level, include learning to play the autoharp, bells, guitar, and ukelele; learning to listen carefully to music and to enjoy hearing it; learning to feel different meters by bouncing a ball or skipping a rope to the rhythm; learning to identify a number of different instruments by seeing them, hearing them, and listening to them on records.

During the first few days, an inventory should be taken to determine each child's span of attention, his singing ability, and to find out what he likes to do in music class. To gain this information, the children may be given a rhythm instrument and encouraged to sing and play a familiar song such as **Ten Little Indians.**

A weekly schedule can then be planned for both the early primary and primary sections, such as the following:

Monday — Rhythm Band Day
Tuesday — Children's Choice
Wednesday — Music Appreciation
Thursday — Musical Games and Dances
Friday — Review

II. Activities and materials

A. Listening to musical performances or practices
  1. Attending the rehearsal of a musical comedy or an orchestra or band when explanations are being given
  2. Observing a college or high school vocal or instrumental group during a practice time

B. Participating in activities
  1. Singing **Are You Sleeping?** as a round
  2. Doing exercise songs
  3. Listening to or singing **Ten Little Indians** while walking, skipping, etc., in time to the music
  4. Listening to music and clapping the beat in time and learning the change from double to triple meter
     a. While listening to a certain beat such as three beats to the measure, watch teacher draw example on the chalk board
     b. Students then search for similar measure in one of the music books
  5. Bouncing a ball in time to music
  6. Singing **The Safety Song** from **Headstart with Music**
  7. Listening to descriptive music and then trying to illustrate it
     Example: Teacher explains descriptive music, then plays **The Swan** without telling the name of it; have pupils draw what they think they see, or what they think the composer is trying to describe
  8. Learning what staff, treble, and bass clefs are and a few types of notes
     Use of a filmstrip and the overhead projector will help the students to learn these objects
  9. Playing musical games which are usually used successfully
     Musical Chairs
     La Raspa — in a Mexican Folk Dance Album
     Nageela — in sixth grade **Music for Young Americans**
     The Muffin Man
     Schottische
     Pasa La Pelota in **Hola, Vamos a Cantar** — a book
     Hokey-Pokey
  10. Rhythmic activities, using records
     The Four Bears
     The Rhythm Band in **Headstart with Music**
     The Indian Drum
     Rhythm Orchestra in **Creative Rhythms for Children** R-47, AED 20B
     Favorite Action Songs R-45
     Chopsticks in **More Learning As We Play**
     Farm Rhythms R-41
     Combined Free Rhythms AED 2
     Basic Rhythms R-20
       Music for Young Americans, Book One, pp. 97-101

Skip and Whirl, etc. R-43
Side One of **More Learning As We Play**
Hey! Betty Martin

11. Singing songs which are usually used successfully
    - **Jack and Jill**
    - **Color Game**
    - **Exercise Song, Music for Young Americans,** Book I
    - **Safety Song**
    - **When Johnny Comes Marching Home**
    - **Little Red Caboose**
    - **Summer Day**
    - **Ten Little Indians**
    - **Sho Dolly** from **Headstart with Music**
    - **Michael, Row the Boat Ashore** from record, **You, Too Can Sing** R-135
    - **Who Did?**
    - **Fat Man,** from the record, **The Circus Comes to Town**
    - **Do Re Mi** from **Sound of Music**
    - **Hush, Little Baby** from **You, Too, Can Sing**
    - **Pobre Pedro** from the book, **Hola, Vamos a Cantar**

12. Developing music appreciation

    One day each week filmstrips can be used to give musical experiences; these records can be used in pre-primary, primary, and intermediate
    - **America the Beautiful**
    - **Star-Spangled Banner**
    - **John Henry**
    - **Peter and the Wolf**
    - **Wind and Strings** (all levels)
    - **Sleeping Beauty**
    - **The Firebird Suite**
    - **William Tell Overture**
    - **The Nutcracker Suite** (pre-primary and primary)
    - **Introduction to Music Reading**
    - **Stephen Foster**

Intermediate Level

I. Introduction

The intermediate area should be designed to meet the needs of students ten through fourteen years of age. One large room can be used as a resource center so that students can become acquainted with various kinds of visual aids and interest centers during the first two days of school.

Fifteen interest centers may be planned so that students can move to a different one every twenty minutes. Movies and art projects may also be presented at various intervals during this time. This plan makes it possible for two teachers to have a personal ten-minute interview with each student.

The interest centers may be further developed later by utilizing various materials.

Films (headphones)

Filmstrips (cardboard box turned on side with white construction paper in the bottom for the screen, small projector — $33.00)

Filmstrip record set obtained from Society for Visual Aids
Tape and book (teacher-made)
Records (stories and music)
View-Masters
Tapes and slides (teacher-prepared programs)
Paper, scissors, glue
Play-dough
Wet clay
Puzzles
Crayons, paper
Printing set
Games (checkers, scrabble, dominoes — picture and number, Spellmaster, Recall)
Math aids (Quizmo, flash cards, clock, cuisinaire rods, Arithmequiz)

If the large room can be available during the entire term, this resource center can be continued for that time. The arts and crafts area can be developed where students may work on individual projects at various times during the day. A moveable wall can be used as a partition between the more quiet interest centers and the others. The room also affords a place for parents to come on Friday afternoons or evenings and actually see their children's projects.

These projects might include a variety of activities:

Leatherwork
Ceramics
Weaving
Painting
Sewing (handwork)
Sculpturing
Metalwork
Woodworking (re-doing old furniture)
Shop (motors)
Cardboard carpentry

II. Orientation and placement

At this level, as in the earlier ones, the children need a friendly, interesting atmosphere—one that will motivate them to take part in the various learning procedures.

A. Steps in diagnosis for the purpose of placing the students in the groups where they can make the most progress

1. Informal ten-minute interviews, using a questionnaire such as the one given below:

Name ....
Age ....
Where did you last go to school? ....
What grade were you in? ....
Family:
  Mother's name ....
  Father's name ....
  How many brothers and sisters?........
What do you like about school? ....
What don't you like about school? ....
Is there anything you would especially like to learn about? ....
Oral reading level (informal reading inventory) ....

Mathematics (informal inventory) ....
Is there anything else you would like to tell me about you or your family?

....

2. Perhaps other diagnostic tests which will show the reading comprehension of the student as well as his ability to use the language orally, keeping them as simple and informal as possible in order to relieve any anxiety the student might have concerning tests

B. Placement

As a result of the informal interviews and tests, one or more teachers decide where the child should be placed, basing the decision on his chronological age, physical maturity, social maturity, and academic achievement. Older boys should be placed with a male teacher and older girls with a female teacher. At this time the teachers note any special needs of the students such as those concerning speech, vision, or other health problems. They also observe whether any of the children need clothing.

The groups should be as flexible as possible so that each child may move to another group if his teacher feels that he will profit more from the experiences he may have in the other group.

Language Arts Program

I. Introduction

The language arts program should be developed around three main objectives: (1) to increase oral expression; (2) to increase enjoyment; (3) to improve reading comprehension. These objectives can be achieved through the development of skills by providing rich and meaningful experiences in which a child may actually participate.

The sequence for developing skills in communication is **listening, speaking, reading,** and **writing,** although often these areas are interwoven. Once the child begins to develop skill in speaking, as well as listening, he will gain a feeling of self-confidence and a more positive self-image. The first week should be spent almost entirely in listening, talking, and getting acquainted with books. A library and a librarian are great assets to the language arts program.

The following suggestions will provide experiences for the child that are rewarding, varied, and challenging, yet nonthreatening. The entire program is based on success—success felt by each child, regardless of his reading level.

A Favorite Place for Many of the Students — The Carpeted Library

II. Suggested materials and activities for developing skills in communication

A. Listening

1. Stories to be read aloud by the teacher
   a. **Poppy Seeds** by Clyde Bulla
      Crowell, Collier, and Macmillan, Inc.
      866 Third Avenue
      New York, New York 10022

   b. **Hero by Mistake** by Anita Brenner
      W. R. Scott, Inc.
      333 Avenue of the Americas
      New York, New York 10014

   c. **The Story of Pablo, A Mexican Boy** by Carol Amescua
      Encyclopedia Britannica, Inc.
      Educational Division
      425 North Michigan Avenue
      Chicago, Illinois 60611

d. **Chitty Chitty Bang Bang**
by Ian Fleming
Random House, Inc.
457 Madison Avenue
New York, New York 10022

e. **Stories from Mexico**
by Edward W. Dolch
Garrard Publishing Company
1607 North Market Street
Champaign, Illinois 61821

f. **Sam, Bangs, and Moonshine**
by Evaline Ness
Holt, Rinehart, and Winston, Inc.
4640 Harry Hines Boulevard
Dallas, Texas 75235

g. **Theodore Turtle**
by Ellen MacGregor
Hill Book Company, Inc.
330 West 42nd Street
New York, New York 10036

h. **Nine Days to Christmas**
by Marie Hall Ets
Viking Press, Inc.
625 Madison Avenue
New York, New York 10022

i. **Dorrie and the Weatherbox**
by Patricia Coombs
Lothrop, Lee, and Shepard Company, Inc.
419 Park Avenue S
New York, New York 10016

j. **Two Pesos for Catalina** by Ann Kirn
Rand McNally and Company
Box 7600
Chicago, Illinois 60680

k. **Nobody Listens to Andrew**
by Elizabeth Guilfoilo
Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

A book for the teacher:
Storytelling with the Flannel Board
by Paul S. Anderson
T. S. Denison and Company, Inc.
315 Fifth Avenue S
Minneapolis, Minnesota 55415

2. Record and book combinations
   a. **Where the Wild Things Are**
   by Maurice Sendak
   Harper and Row Publishers, Inc.
   2500 Crawford Avenue
   Evanston, Illinois 60201

   b. **Picture Book Parade**
   Weston Wood
   Weston, Connecticut 06883

3. Tape and book combination
   Ride on the Wind by Alice Dagliesch
   Charles Scribner's Sons
   597 Fifth Avenue
   New York, New York 10017

4. Story records
   a. **20,000 Leagues under the Sea**
   Walt Disney Productions

   b. **Rumpelstiltskin**
   Society for Visual Education, Inc.
   1345 Diversey Parkway
   Chicago, Illinois 60614

   c. **The Jungle Book**
   Walt Disney Productions

5. Story tapes (school-made)
   a. **Pinocchio**
   b. **101 Dalmatians**
   c. **Winnie the Pooh**
   d. **Cinderella**
   e. **Dumbo**

6. Recorded music
   a. **Great Music for Relaxation**
   Educational Record Sales
   157 Chambers Street
   New York, New York 10007

   b. **A Child's World of Poetry**
   Picture Story Study Prints
   TSP-11R (Pictures and two records)
   Society for Visual Education, Inc.
   1345 Diversey Parkway
   Chicago, Illinois 60614

B. Talking

1. Experience charts; the expression of anything that happens during the school day or after school

2. Creative dramatics
   a. Acting out stories, poems, and songs, using puppets, felt figures, and felt board

Puppets Are Fun and Can Be Helpful, Too

   b. Pantomimes
   c. Dioramas
   d. Movies with or without scripts, using cardboard TV set
   e. Murals
   f. Pictures, using opaque projector
   g. Taping a play to be replayed for class or over the intercom for the entire school, using an amplifier with students' oral presentation, if needed
   h. Visiting an adult "Children's Theater," if arrangements can be made

3. Dramatic play
   a. Role-playing such as in setting up situations to solve problems, meet new situations, learn social amenities
   b. Taking part in interviews and telephone conversations
4. Pictures
   a. Categories: pictures of things that move, things that fly, things made of cloth
   b. Description: "Tell me what you see in the picture."
   c. Interpretation: "Tell what you think will happen next. How you think the people in the picture feel?"
   d. Comparison of articles that are smooth and rough, heavy and light, thin and thick
5. Films: Playing films without sound, followed by discussion, or using films that have no dialogue
6. Filmstrips: A rich source of language stimulation, as they can be used by children for conversation as an independent activity
7. Choral readings, using the book, **Let's Say Poetry Together,** by Carrie Rasmussen
8. Learning to use standard sentence patterns
   a. Using sentence-building game
      Distribute tagboard cards on which are written words to make a sentence; have children stand so that the cards held in front of them make the sentence
   b. Completing open-ended sentences
      Have children complete sentences such as "I hunted and hunted for my shoes, and I finally found them . . ." (Children tell where they found them.)
   c. Expanding short sentences
      Have children expand such sentences as "A fire burned . . ."; "A door opened . . ."
   d. Discovering patterns
      Read the books listed, each of which has a repeated pattern. After leading the children inductively to discover the pattern, help them to write a class book, using it.
      1) "The House That Jack Built"
         "This is the birthday cake that Jimmy ate. This is the girl who baked the birthday cake that Jimmy ate," etc.
      2) "The Old Woman and Her Pig"
         Each narrator repeats the preceding action and adds another step
   e. Reading orally
      Read orally from the book, **Tell a Tall Tale,** by Kent Salisbury

      Western Publishers, Ltd.
      810 West 11th Street
      Los Angeles, California 90015

   f. Listening to taped sentences and finding words which say the same ideas on their worksheets

C. Reading

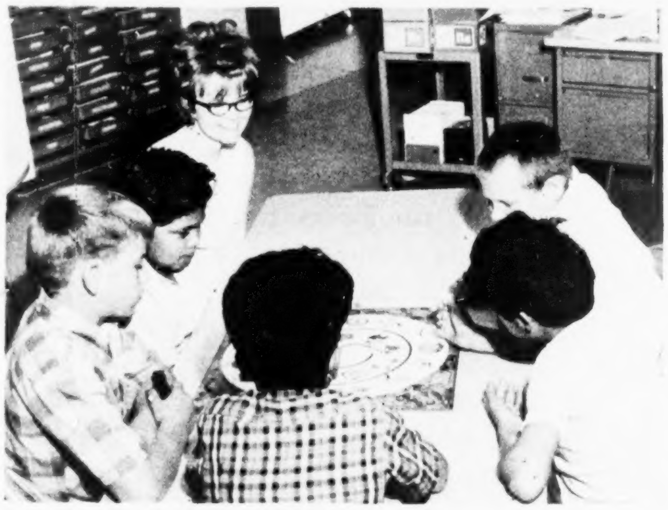
1. Reading inventories
   a. Have available selections from the basal series being used. Primary selections should be 150 words in length. The student should not miss more than five words and should be able to answer three comprehensive questions on the selection.
   b. "Classroom Reading Inventory," by Nicholas J. Silvaroli, 1965
      This inventory is composed of two main parts; graded word lists and graded oral paragraphs. A graded spelling survey is also listed in Part III. This inventory provides the teacher with information concerning the child's independent, instructional, frustrational, and hearing capacity reading level.

      William C. Brown and Company
      155 South Locust Street
      Dubuque, Iowa 52003
   c. "The Botel Reading Inventory Tests"
      These tests can be used to determine three reading levels of a child:
      1) The instructional level at which a child can read effectively only with the teacher's help
      2) The frustrational level at which he cannot read profitably, even with the teacher's help
      3) The independent reading level at which the child can read easily without the teacher's help
   d. The McKee "Inventory of Phonetic Skills" (Test Three)
      This is a group test that is an aid in diagnosing pupil mastery of the phonetic elements that are taught in the primary program of the **McKee Reading for Meaning Series**

      Houghton Mifflin Company
      1900 South Batavia
      Geneva, Illinois 60134

2. Reading skills
   These specific reading skills are felt to be the most crucial for the Spanish-American child. They can be developed to different levels of mastery according to individual needs. Workbooks available from various grade levels will provide appropriate pages that can be used to meet individual needs.

Older Student Tutoring Primary Student — A Rewarding Experience for Both



Instruction Time Can Be Game Time

   a. Phonic analysis
      Words taught in the oral language program in the primary section may also be used or reviewed in the reading program at this level
      1) Single consonants — m, d, f, g, b, s, t, v, w, n, p, c, k, j, h, l, r, y
      2) Speech consonants — ch, sh, th, wh
      3) Initial consonants and consonant blends — bl, cr, z, st, thr, gr, pr, cl, br, soft c
      4) Word endings — s, ed (t and d sounds), ing

        5) Vowels and vowel combinations — long and short sounds a, e, i, o, u, ai, ay, ea, ee, oa (long o), oo, ou, ow as in **Cow** and in **snow**, vowels with silent e, combinations ie, ue, etc.
        6) Syllables
    b. Using alphabetical order
    c. Using the dictionary
    d. Getting the main idea
3. Materials
    a. **The Open Highways Reader,** Books 3, 4, 5, 6, and workbooks
        Scott, Foresman and Company
        1900 East Lake Avenue
        Glenview, Illinois 60025
    b. **Reader's Digest Reading Skill Builder,** Book 1, Part A, through Book 6, Part 3
        Reader's Digest Services, Inc.
        Pleasantville, New York 10570
    c. Barnell Loft's **Specific Skill Series**
        Getting the Main Idea, Level 1
        Using the Context, Levels 1-6
        Working with Sounds, Levels 1-4
        Following Directions, Levels 1-6
        Locating the Answer, Levels 1-6
        Getting the Facts, Levels 1-6
        Drawing Conclusions, Level 1
        Barnell Loft, Ltd.
        111 South Center Avenue
        Rockville Centre, New York 11570
    d. **The Macmillan Reading Spectrum**
        Word Analysis, Vocabulary Development, Reading Comprehension
        The Macmillan Company
        539 Turtle Creek South Drive
        Indianapolis, Indiana 46227
    e. **Word Games Reading Laboratory I**
    f. **Reading Laboratory Ic and IIa**
    g. **Pilot Library IIa**
    h. **Junior Reading for Understanding**
        An introductory course in critical thinking
        Science Research Associates
        259 East Erie Street
        Chicago, Illinois 60611
    i. **Spelling and Word Games**
        Lyons and Carnahan
        2085 Foothill Boulevard
        Pasadena, California 91105
    j. Children's books about Mexican Americans
        Bannon, Laura. **Hat for a Hero.** New York: Junior Literary Guild and Whitman, 1954.
        Bannon, Laura. **Manuela's Birthday.** Chicago: Whitman, 1948.
        Behn, Harry. **The Two Uncles of Pablo.** New York: Harcourt, Brace and World, 1959.
        Benelle, H. Robinson. **Citizen Pablo.** New York: John Day, 1959.
        Buff, Mary and Conrad. **Magic Maize.** Boston: Houghton Mifflin, 1953.
        Bulla, Clyde. **Benito.** New York: Crowell, 1961.
        Clark, Ann Nolan. **Paco's Miracle.** New York: Farrar, Straus, and Cudahy, 1956.
        Ets, Marie Hall, and Lavastida, Aurora. **Nine Days to Christmas.** New York: Viking Press, 1959.
        Flora, James. **The Fabulous Firework Family.** New York: Harcourt, Brace and World, 1955.
        Forsee, Aylesa. **Too Much Dog.** Philadelphia: Lippincott, 1957.
        Gates, Doris. **Blue Willow.** New York: Viking Press, 1948.
        Garrett, Helen. **Angelo, The Naughty One.** New York: Viking Press, 1944.
        Garthwaite, Marion and Mario. **A Mexican Boy's Adventure.** New York: Doubleday Company, Inc., 1960.
        Griffiths, Faljean. **Hidalgo and the Gringo Train.** New York: E. P. Dutton and Company, Inc., 1948.
        Hader, Berta and Elmer. **The Story of Pancho and the Bull with the Crooked Tail.** New York: The Macmillan Company, 1942.
        Johnson, A. and E. **The Rescued Heart.** New York: Harper and Row, Publishers, Inc., 1961.
        Kirn, Ann. **Two Pesos for Catalina.** Chicago: Rand McNally and Company, 1962.
        Krumgold, Joseph. **And Now Miguel.** New York: Crowell, Collier and Macmillan, Inc., 1953.

Morrow, Elizabeth.
The Painted Pig.
New York: Knopf, 1930.

Parish, Helen Rand.
Our Lady of Guadalupe.
New York: Viking Press, 1955.

Politi, Leo and Pedro.
The Angel of Olvera Street.
New York: Scribner's, 1946.

Politi, Leo.
Juanita.
New York: Scribner's, 1948.

Politi, Leo.
Song of the Swallows.
New York: Scribner's, 1949.

Rhoads, Dorothy M.
The Corn Grows Ripe.
New York: Viking Press, 1956.

Ritchie, Barbara.
Ramon Makes a Trade.
Berkeley: Parnassus Press, 1959.

Rydberg, Ernie.
Bright Summer.
New York: Longmans, 1931.

Sawyer, Ruth.
The Least One.
New York: Viking Press, 1941.

Simon, Charlie Mae.
Popo's Miracle.
New York: E. P. Dutton and
Company, Inc., 1938.

Sommerfelt, A.
My Name Is Pablo.
New York: Criterion, 1966.

Tarshis, Elizabeth.
The Village That Learned to Read.
Boston: Houghton Mifflin, 1921.

Yomans, Ben.
Roberto, The Mexican Boy.
Chicago: Whitman, 1947.

Young, Bob and Jan.
Across the Tracks.
New York: Messner, 1958.

Blatt, Gloria T. "The Mexican American in Children's Literature,"
Elementary English,
(April, 1968), pp. 446-451.

Reading Can Be Fun

D. Writing

1. Story endings
   Have students write ending of stories after teacher has read aloud to an appropriate point in stories
2. Pictures
   Select special pictures students can relate to and write about
3. Field trips
   Students write about experiences and illustrate
4. Books
   Have students write their own ABC books or illustrate books
5. Letters
   Students write letters to friends or relatives in Texas or other states
6. Thank-you notes
   Write notes to resource people who visited class
7. Poetry
   Have students paint flowers in water colors and write haiku in black over flowers

   Use: **A Cloud of Summer**
   by Doris Johnson
   Follett Publishing Company
   1010 West Washington Boulevard
   Chicago, Illinois 60607
8. Spelling
   Have students and teacher locate misspelled words in students' writing. Write these on file cards with not more than five words on a card for each student. Keep these in a file box. After the student has had time to study the words, the teacher or aide can test

him. When he is able to spell all five correctly, discard them and go to the next file card. A spelling bee at the end of summer school is fun. Use words students have worked on during the summer. The prize could be a notebook, paper and pencil, or an appropriate game.

Botel Spelling and Writing Patterns
(A Multilevel Program)
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

III. General language arts materials

A. Films

The Loon's Necklace
Brings to life a charming Indian legend of how the loon, a water bird, received his distinguished neckband; characters established by authentic ceremonial masks carved by Indians of British Columbia and used to portray Indians' sensitivity to moods of the native — 11 minutes — Color

The Oregon Trail
Recreates the tremendous saga of the westward movement by dramatizing the experiences of a pioneer family migrating to Oregon in a wagon train — 25 minutes — Black and white

Claudius, Boy of Ancient Rome
Offers colorful highlights of life and customs in ancient Rome by dramatizing the story of a Roman boy's friendship with a young slave in his father's household — 17 minutes — Color

Puss in Boots
A well-known fairy tale retold with animated puppets — 11 minutes — Black and white

Hunter and the Forest
A story, without words, of an unusual encounter between a hunter and a family of deer in the forest, told with photography, natural sound effects, and an original music score — 11 minutes — Black and white

Autumn Color
A story without words — 7 minutes — Color

Mexican Boy —The Story of Pablo
A story of a little Mexican boy, telling in his own words how he worked to make a wish come true — 22 minutes — Color

Ways to Find Out
Experiences of a young child on a rainy afternoon with the wet world around him — 11 minutes — Color

One Road
A colorful 15,000-mile trip — 30 minutes — Color

Japanese Boy — The Story of Taro
Tells the touching story of a Japanese child who loses a friend, gains a treasured possession, and learns that growing up often means sacrificing one end to gain another — 20 minutes — Color

Rainshower

Letter to Grandmother

Gold Rush Boy

You'll Find It in the Library
An explanation of how one can find any book he wants in the library when he knows only the title, author, or subject — 15 minutes — Color

B. Filmstrips

Peter Pan
Lady and the Tramp
The Adventures of Johnny Appleseed
The Adventures of Pecos Bill
The Adventures of Mr. Toad
The Legend of Sleepy Hollow
Peter and the Wolf
The Brave Little Tailor
Ben and Me
The Wonderful World of the Brothers Grimm
Glad Book — Sad Book
(record included)
Look It Up
Story of the Star-Spangled Banner
(record included)

Social Living Program

I. Introduction

This program is concerned chiefly with three main ideas: (1) the child's learning about himself and his personal and social development; (2) vocational and avocational aspects of his development; (3) the child's heritage.

The program can be developed through the use of interest centers. One approach is placing students with teachers and aides in one large open area. The students are then divided into groups with approximately eight in each group.

A teacher and an aide are responsible for an area which they supervise all week. The groups of students move to a new interest center each day, thus keeping their interest high and providing for more individualized instruction.

Suggested activities and materials for the interest centers are: using filmstrips, filmstrips and records, films, records, tapes, slides and tapes, the microscope, caring for science equipment, manipulating a plastic model of the human torso, planting a garden, using science charts, human body booklets, a heart puzzle, working with maps, studying globes, using map skill booklets, working on art projects, songs and dances.

An Interest Center
Using Records and Filmstrips on Mexico

Learning about Themselves through the Use of Plastic Models

A culminating activity could be a program including the following: A creative dramatics presentation of **Pablo, A Mexican Boy,** for which students have painted the scenery; a demonstration of bargaining at the market place; a discussion of maps they have made; songs, dances, and the breaking of the piñata.

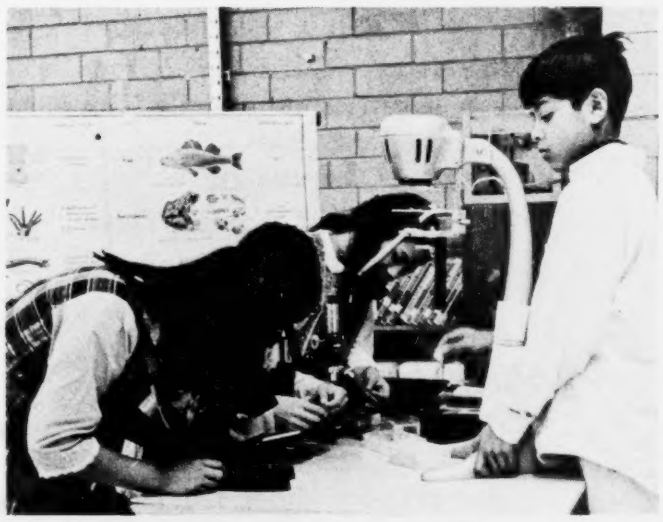
The art and music programs may be closely and effectively coordinated with the social living program in these activities.

II. Physical development

A. Systems of the body and how they function
  1. Digestive system
    a. Path the food travels
    b. What happens to the food in the stomach and small intestine
      1) Bacteria—harmful and beneficial
      2) Digestive juices
      3) Parasites and how to get rid of them
    c. Food
      1) Foods easy to digest
      2) Foods difficult to digest
      3) Important supplements to the diet to correct vitamin or other deficiencies
      4) Care of food
        a) Refrigeration
        b) Contamination by flies, etc.
        c) Dangers in spoiled foods
    d. Filmstrips
      Your Digestion
      The Mouth — Digestion and Respiration
  2. Circulatory and respiratory system
    a. Path of the blood through the heart, lungs, arteries, veins, capillaries
    b. Materials on the circulatory and respiratory system
      1) **Heart Puzzle**
        Colorado Heart Association
        1375 Delaware
        Denver, Colorado 80204
      2) Books
        What Makes Me Tick
        by Hyman Ruchlis
          Z. E. Harvey, Inc.
          Harvey House Publishers
          Irvington-on-Hudson,
          New York 10533
        Your Heart and How It Works
        by Herbert Zim
          William Morrow and Company
          425 Park Avenue S
          New York, New York 10016
      3) Films
        The Heart and How It Works
          Colorado Heart Association
          1375 Delaware
          Denver, Colorado 80204
        Hemo the Magnificent
          Bell Telephone Company
          Greeley, Colorado 80631
      4) Filmstrips
        Your Blood System
        How You Breathe
        The Mouth — Digestion and Respiration
  3. Reproductive system, a characteristic of all living things, as life comes from life
    a. Similarities and differences in the reproduction of plants and animals
      1) Plants
        a) Examples of asexual reproduction
          (1) Vegetative propagation—geranium cuttings, potatoes, strawberries
          (2) Budding of yeast as viewed through microscope
        b) Sexual reproduction — pollination of flowers
      2) Animals
        a) Asexual reproduction
          (1) Division of cells — paramecia and amoeba
          (2) Budding of hydra
            Sample may be secured from nearby lake and observed under microscope
          (3) Regeneration — planaria
            Specimens may be obtained from a stream,

cut in half, put back in pond water in classroom, and observed for one week

b) Sexual reproduction
   (1) Fertilization of egg outside of body, as with frogs
   (2) Fertilization of egg inside of body, but egg developing outside, as with chickens
   (3) Fertilization of egg inside the body and development of embryo inside of the body, as with man



Young Scientists at Work

b. Materials on the reproductive system

1) Books and pamphlets

The First Book of Microbes
by Lucia Lewis
The First Book of Plants
by Alice Dickinson
Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022

Very Tiny Living Things
by Harold Tannenbaum
Webster Publishing Company
2225 Briarcliff Road NE
Atlanta, Georgia 30306

Young People's Science Encyclopedia
Children's Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

The Human Story, Facts on Reproduction, Birth, Growth
by Sadie Hofstein
Scott, Foresman and Company
Glenview, Illinois 60025

A Story about You
by Marion Lerrigo
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Into Manhood
by Roy E. Dickerson
Association Press
291 Broadway
New York, New York 10007

A Boy Today—A Man Tomorrow
by M. V. Hayes
Optimist International
4494 Lindell Boulevard
St. Louis, Missouri 63108

Growing Up
by Charles Wilson
Bobbs-Merrill Company, Inc.
Indianapolis, Indiana 46206

All about Heredity
by Judith Randall
Random House, Inc.
457 Madison Avenue
New York, New York 10022

Who Do You Think You Are?
by Marguerite Lerner
Deals with heredity
Prentice-Hall, Inc.
Englewood Cliffs,
New Jersey 07632

2) Films

Learning about Flowers
11 minutes — Color

Learning about Seeds
11 minutes — Color

Microscopic Life
The world of microscopic plants and animals in a jar of ordinary pond water explored by world of the invisible

Tad the Frog
Shows Tad as he hatches from a tiny egg into a tadpole, and then develops into a full-grown frog

Boy to Man
Concerned with the physical

changes in the hope that improved understanding may lessen tension and fears

Girl to Woman
Presented to develop an understanding of the physical changes which occur during adolescence — 18 minutes — Color

It's Wonderful Being a Girl
20 minutes — Color
All of above films obtainable from:
Visual Products Division
Box 3344, 3M Center
St. Paul, Minnesota 55101

3) Filmstrips
Reproduction in Flowers
Human Reproduction
(Correlated charts available)
Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Especially for Boys
(record included)

4) Transparencies
Body Changes at Puberty
No. 4767

How Life Begins
No. 4765

Heredity
No. 4766

(All transparencies available from School Health Education Catalogues)

B. Care of the body
1. Prevention of diseases by inoculation; discussion of shots
2. TB — the tine test
3. Care of bodily injuries, such as cut fingers, burns, etc.
4. Influence and effects of smoking, use of drugs and alcohol on the body
5. Materials about the body and its care
   a. Charts
      Science Charts by Ira C. Davis and Leroy C. Smith
      A. J. Nystrom Company
      3333 Elston Avenue
      Chicago, Illinois 60618

      Human Body Kit No. 650
      Consists of ten charts, thirty pupil booklets, and a **Teacher's Manual**

      The Human Body
      A transparency and duplicating book
      Milliken Publishing Company
      611 Olive Street
      St. Louis, Missouri 63101

      Food Model
      A packet of the four basic food groups
      Dairy Council of Colorado
      Mrs. Marie Rennels,
      Program Consultant
      1700 Rangeview Road
      Fort Collins, Colorado 80521

      Good Health Charts Nos. 551 and 552
      American School Supply Company
      2301 Blake Street
      Denver, Colorado 80205
   b. **Plastic Model of Human Torso**
      Nystrom Biological Model Co.
      3333 Elston Avenue
      Chicago, Illinois 60618
   c. Microscope and slides
      Have children scrape cells from inside of mouth with toothpick and prepare slides from them
   d. Books
      What's Inside of Me?
      by Herbert Zim
      William Morrow and Company
      425 Park Avenue S
      New York, New York 10016

      Your Wonderful Body
      by Robert Follett
      Follett Publishing Company
      1010 West Washington Boulevard
      Chicago, Illinois 60607
   e. Films
      Food That Builds Good Health
      Shows the relationship of good health to the foods children eat and what those foods are; in contrast, shows irritability, lack of energy, and physical weakness as a result of a poor, unbalanced diet; also shows how eating right foods in right amounts regularly contributes to building of strong,

healthy bodies — 11 minutes — Color

Eat for Health
Shows a boy learning to eat a balanced diet of bread and butter or margarine, milk and cheese, meat and eggs, vegetables and fruits — 11 minutes — Color

How to Catch a Cold
Explains also how to avoid catching a cold
A Walt Disney Film

You and Your Eyes
8 minutes — Color

How Our Bodies Fight Disease
Illustrates the body's three lines of defense against bacterial disease—8 minutes—Black and white

Health in Our Community
Dramatizes the work of the Department of Health

Your Health in the Community
Stresses the important services of a public health department

f. Filmstrips
How Vitamins Help Man
How Your Body Grows
Exploring Growth
Churchill Films
6671 Sunset Boulevard
Hollywood, California 90028

III. Personal and social development

A. Personal hygiene regarding cleanliness, grooming, care of clothing

1. Have a full-length mirror available
2. Provide kit or box for each child, labeled with his name and picture, and containing soap, toothbrush, small comb, mirror, washcloth, crayons, coloring or activity book, paint box, and scissors

   These materials are to be kept by the child and taken with him when he leaves.
3. Have a beautician and a barber come to classroom and show students how to wash their hair; beautician can show girls how to set hair and discuss hairstyles with them

It's Very Important to Look Pretty

4. Use qualified resource person to show how to iron shirts, pants, dresses, and how to mend clothes
5. Discuss bathing and use of deodorant
6. Decide as a group how many hours of sleep are needed for healthy, sparkling, alert appearance and feeling of well-being
7. Show how to brush teeth properly
8. Additional materials on personal hygiene

   a. **Posters on Dental Health**
   Professional Services Division
   Proctor and Gamble Company
   301 East Sixth Street
   Cincinnati, Ohio 45202

   b. Books and pamphlets
   World of a Girl
   Scott Paper Company
   Home Service Center
   International Airport
   Philadelphia, Pennsylvania 19153

Through the Looking Glass for Girls
Home Economics Department
Proctor and Gamble Company
301 East Sixth Street
Cincinnati, Ohio 45202

My Fair Lady
Dairy Council of Detroit
704 New Center Building
Detroit, Michigan 48202

How Am I Doing?
For both boys and girls
National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

Keeping Clean by Newath
Sterling Publishing Company, Inc.
419 Fourth Avenue S
New York, New York 10016

Let's Go to a Dentist
by Naomi Buchheimer
G. P. Putnam's Sons
210 Madison Avenue
New York, New York 10016

c. Films

Teeth Are to Keep
Explains essentials of dental hygiene in an animated cartoon story — 11 minutes — Color

Sleep for Health
Presents the importance of regular sleeping habits from the viewpoint of a child

Ways to Good Habits
Demonstrates how to substitute good habits for bad ones

B. Social amenities
  1. General courtesies
    a. Discuss basic principles of good manners as consideration for others and not just a meaningless set of rules
    b. Use courteous words such as "I'm sorry," "Thank you," "Please" in practice situations
  2. Serving and eating food
    a. Have students set a table and serve finger foods such as lunch meat and bread and butter
    b. Show how to use napkin, how to cut meat with knife and fork
    c. Show how to read a menu
    d. Have group members take turns serving afternoon snacks
  3. Making introductions, including how to introduce themselves, using role-playing

Being Introduced to the Principal Is Something Very Special, Especially When You Know How It Is Done

  4. Materials on social amenities
    a. Charts

Good Manners Charts
Nos. 553 and 554
American School Supply Company
2301 Blake Street
Denver, Colorado 80205

    b. Films

Getting Along with Others
Shows children putting on a class play successfully after they have learned to take turns, play, and help one another

Mealtime Manners and Health
Shows that Phil learns there is more to good mealtime manners than the simple courtesies at the table

C. Safety
  1. Discussion of dangers of irrigation ditches
  2. Discussion of dangers of faulty electric wiring
  3. Explanation of signs at pedestrian and train crossings, followed by discussion of proper precautions to be taken regarding them
  4. Discussion of dangers of driving when under the influence of alcohol
  5. Materials on safety
    a. Charts

Safety Charts Nos. 555 and 556
American School Supply Company
2301 Blake Street
Denver, Colorado 80205

b. Books

Safety Can Be Fun by Munro Leaf
J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

c. Films

Safety with Electricity
Demonstrates that electricity can be dangerous

Safety in Our School Bus
For all students who ride buses

Safety with Everyday Tools
Helps youngsters avoid accidents with everyday tools

D. General materials on personal and social development

Films

Developing Responsibility
The appealing story of a boy and of the dog to which he wants very much to teach lessons on responsibility

Good Sportsmanship
Examples illustrating the basic skills in being a good sport

Respect for Property
Presents three concepts basic to building respect for property

The Dangerous Stranger
Warns children about strangers who might approach them while they are going to and from school

Our Community
Depicts police and fire protection, health safeguards, and park and recreational facilities

School Rules: How They Help Us
Demonstrates school rules in action

Beginning Responsibility:

Being on Time
Shows how Jimmy misses out on things because he is not on time

Helpers at Our School
Shows youngsters meeting the custodian, lunchroom cook, and other seldom-seen members of the staff

Community Helpers
Shows work of Sanitation Department and gives reasons why one should not be a litterbug

IV. Vocational and avocational experiences

A. Vocational experiences

1. Reading want-ad section in the newspaper

What Jobs Are Available?

2. Discussing qualifications necessary for various jobs, and importance of being punctual
3. Practicing filling out job application forms from employment office
4. Taking part in an interview for a job, using the role-playing situation
5. Reading through and discussing the driver's license booklet
6. Discussing what to do if one gets a ticket from a policeman, including the legal rights and laws
7. Suggested field trips
    Factory
    Dairy
    City Complex
    Service Station — Garage
    Five- and Ten-Cent Store
    Post Office
    Bank
    Department Store
    Newspaper Office
    Grocery Store and Bakery
    Courthouse

Jail
Turkey Farm
Hospital and Health Department
Beauty School

B. Avocational experiences

1. Visits to various places
   College Art Show
   Historical Monuments
   City Park
   Museum
   Fish Hatchery
   Pottery Factory
   Theater
   National Park
   Miniature Golf Range
   Meal at a Restaurant
   Bowling Lanes
   Tour of City

2. Evening programs for parents enabling them to see their children's activities as well as their academic work
   a. Physical education activities such as games, dances, swimming, etc.
   b. Music program in which students may play instruments or sing songs they have learned
   c. Home economics programs such as the presentation of a style show and serving of refreshments students have prepared
   d. Video-taped performances illustrating some of the children's daily activities as well as some phases of their academic work
   e. Art work on display
   f. A combination of the work of several or all of the departments presented in some of the programs

3. An overnight trip to the mountains
   a. Preparation
      1) Arrangements for camp site including renting of cabin with sufficient number of beds, tables, benches, and getting copy of inventory of equipment
      2) Planning supplies
         a) Sleeping bags — some made of paper available through the government at about $2.00 each
         b) Personal items including kit for each student with soap, towel (borrowed from PE Department), comb, toothbrush, toothpaste, mirror, all of which may be put in large baggies if no other container is available
         c) General items
            First aid kit
            Ten sets of clothing for emergencies — five for boys and five for girls
            Mosquito repellent
            Wood for fire
            Drinking water and paper cups
            Food and necessary equipment for preparing it
            Extra blankets
            Toilet paper
            Sanitary napkins
            Plastic sheets (If any child is known to have a problem, check with nurse or teacher.)
      3) Planning for sharing responsibilities
         a) Each adult responsible for five students
         b) Planning with students regarding help with cooking, clean-up, and recreation

Eating Outside Makes for Hearty Appetites

         c) Discussing what a child should do if he gets lost

- d) Leaving cabins in order with kitchen cleaned, doors locked, gas and electricity turned off
- e) Leaving camp in orderly condition, picking up all trash, and putting water and sand on fires

4) Planning evening recreation
   - a) Songs from **Campfire Booklet**
   - b) Skits
     - (1) Some provided by teachers or leaders such as those given in detail on the following pages
     - (2) Others planned creatively by students, with or without help of group leaders, perhaps using popular fairy tales as themes, or the idea of cowboys and Indians, or a feud such as that between the Martins and the McCoys, or an original idea from the students

C. Resource people for vocation and avocational experiences:

Sheriff
Mayor
Nurse
Fire Chief
Square Dancing Instructors
Other local people who are able to give programs on Spain and Mexico

SUGGESTED PREPARED SKITS

Fishing

Two teachers or aides dress up like Grandma and Grandpa. They have a long string running from one to the other to use as a telephone line. They try to talk to each other but pretend they can't hear because the line is down. Grandpa does say something about "gone fishing." Grandma says they need someone to hold up the line so they can hear. Someone asks several students to hold up the line so the couple can hear each other. Then Grandpa says that he's "gone fishin' and has caught a whole string of suckers."

Growing Machine

Have a blanket spread over some chairs with a big sign above saying "Growing Machine." An aide or teacher can play the role of a wizard. He explains that he has invented the growing machine and can make anything grow. He tosses in a small rock, and someone hiding in the machine tosses out a large one. He then throws in a small stick, and a large one comes out. He throws in a cup and out comes a bucket. (Several cans with pebbles in them can be shaken by a person inside for sound effects of the machine.) After the demonstration of his machine, a mother (played by a student) approaches the wizard and pleads with him to make her baby grow. Her baby is twelve years old and has never grown. She hands the wizard a doll. The wizard consents to try, although he is not too sure he will succeed. The machine shakes and makes many noises. Finally, out jumps a large person wearing a diaper over his clothing. (It would be suitable to use a tall boy.)

There's A Bear Over There

One teacher or aide asks for volunteers. At least ten students should be used. The children are instructed to stand with their shoulders touching and to tell the next person in line just what has been told. The teacher begins by saying, "There's a bear over there." As she says this, she kneels on her right knee and points with her right hand. Each child in turn does this, so that after it has passed on down the line, everyone is kneeling and pointing. The teacher then says, "And there he is!," and she pushes the line of people to the right, throwing them off balance and knocking them over.

Mary Had A Little Lamb

Characters: Little girl, mother, father, brother, and sister, played by five students

Little Girl: The first day I went to school, my teacher said, "Angela (use the person's name playing the part), stand up and recite 'Mary Had a Little Lamb.'" I was so scared, I stood up and my knees shook. I said, "Teacher, I don't know how to say it." My teacher told me to go home and not to come back until I learned how to say "Mary Had a Little Lamb." So I went home and said, "Mommy, Mommy, you've just got to tell me how to say, 'Mary Had a Little Lamb.' "

Mother: (Very busy scrubbing floor on her hands and knees and continues to scrub as she recites the poem.)

Angela: (Not quite sure that all that scrubbing is the proper way to say "Mary Had a Little Lamb," asks her father, then her brother, and, finally, her sophisticated sister.)

Father: (Recites the poem while reading his paper and keeps spitting throughout the recitation.)

Brother: (Practices his boxing while he recites.)

Sister: (Very sophisticated, speaks in a whisper as she puts on her make-up.)

Angela: (Thoroughly confused by the four different ways she has been told, she returns to school and tries to recite it, combining the four different ways.)
(Scrubbing):
"Mary had a little lamb"
(Reading and spitting):
"His fleece was white as snow"
(Boxing):
"And everywhere that Mary went"
(Very sophisticated):
"The lamb was sure to go."

I Gotta Cold

Procedure: Two teachers or aides recruit volunteers from the children until they have quite a line of them. One teacher stands at each end. As something is whispered (loud enough so the audience can hear), each child repeats it to the one standing next to him.

First Teacher:
I saw a ghost. (Down the line)

Second Teacher:
Where? (Back up the line)

First Teacher: Over there.

Second Teacher: How big was he?

First Teacher:
Oh, this big. (Holds hands up, measuring size)

Second Teacher: How long ago?

First Teacher:
Yesterday.

Second Teacher:
Why are we whispering?

First Teacher:
I gotta cold.

Horace

One person tells the story. The other stands behind him with his head down and is covered by a blanket so that he can't be seen. A robe is put in front of the first person to hide his arms. The person behind him extends his arms around and through the arms of the robe. He does all of the arm movements. The first person looks funny because the arms do not appear to be in the correct place on his body. Then the hand movements can go along with the story in some places, while in others, they agitate the first person, since he has no control over what the hands are doing. The storyteller can ad lib. The idea is as follows: "I had a pet lion named Horace. One day when I went to school, I said, 'Now Horace, I want you to take good care of my mother, and my father, and my brother, and my sister.' Horace looked soo-o-o sad, but he knew what I meant. Well, I went to school, and when I came home, there were my mother, my father, my brother . . . but . . . WHERE WAS MY SISTER? I said, "Where is Horace?" And when I saw him, he looked so pleased and so **fat**, I knew he had eaten my little baby sister! And it made me so mad! (Hands beat on chest)

Repeat this for a story sequence of three days. Each day Horace has eaten another member of the family. After these four trying days, the little girl goes to school very sad. But when she comes home, she says, "There was my father, and there was my mother, and there was my brother, and there was my sister! And I was so glad to see them! I threw my arms around them and hugged them so tight! Then I looked around and saw Horace sitting there so unhappy . . . so very, very sad . . . Horace had burped!"

V. The migrant child's heritage

A. Similarities and differences between home base and temporary residence
  1. Geographical location
  2. Topography
  3. Crops
  4. Schools
  5. Family life

B. Similarities and differences between the United States and Mexico
  1. Geographical location
  2. Industries
    a. Stores
    b. Market places
    c. Handcrafts
    d. Machine - made products, including comparison of prices and bargaining
  3. Art
  4. Songs and dances
  5. Public buildings and parks
  6. Recreation
  7. Christmas festivities

Use of Maps Can Provide Meaningful Experiences

THESE UNITED STATES
PRODUCTS

An Interest Area with Varied Learning Materials

C. Materials on the migrant child's heritage
  1. Books

Picture Book of Colorado, Texas, Oklahoma, California, Arizona, Michigan, New Mexico by Bernadine Bailey
Albert Whitman and Company
560 West Lake Street
Chicago, Illinois 60606

All About Our 50 States by Margaret Ronal
E. M. Hale and Company
1291 South Hastings Way
Eau Claire, Wisconsin 54702

Our 50 United States by Eugene Rachils
Golden Press
850 Third Avenue
New York, New York 10022

First Book of Mexico by Samuel Epstein
Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022

Getting to Know Mexico by Barbara Gomez and Howard McCann

Mexico by Ralph Hancock
The Macmillan Publishing Company
866 Third Avenue
New York City, New York 10022

A Trip to Mexico by Terry Shannon
Children's Press
1224 West Van Buren Street
Chicago, Illinois 60607

About Mexico's Children by Richard M. Marx
Melmont Publishers, Inc.
310 South Racine Avenue
Chicago, Illinois 60607

Mexico by Patricia Ross
Fideler Company
31 Ottawa Avenue NW
Grand Rapids, Michigan 49502

2. Films

Cattleman

A rancher's story highlighting activities during the four separate seasons of life on a large cattle ranch 22 minutes Color

The Wheat Farmer

Captures the flavor of life and work on a wheat farm 14 minutes Black and white

A Visit with Cowboys

Shows a city boy visiting a western. ranch

Southwestern States

Explains geographical features and occupational activities 11 minutes Color

An Airplane Trip to Mexico

Tells a story of two American youngsters who visit friends in Baja, California, and Mexico (Spanish version: Un Viaje a Mexico)

Mexican Children

Illustrates the contrasts of Mexico Mexican children at home, at school, and at play 11 minutes Black and white

Mexico — The Land and the People

Illustrates the contrasts of Mexico, between aristocrat and farmer, city and village, and the old and new methods in industry and agriculture

Arts and Crafts of Mexico: Part I — Pottery and Weaving

14 minutes Color

Arts and Crafts of Mexico: Part II — Basketry, Stone, Wood, and Metals

Reveals a variety of places and skills and traditions, which are all part of the story of the Mexican craftsman at work

3. Filmstrips

Our Colorado Series by Frandsen

Southwestern States Series: The People and Their History, Life and Culture

Culture of American Southwest Series

Prehistoric Culture of the Southwest

Pueblos of New Mexico

Mission Churches of New Mexico

Mexico

Mexican Children

Changing Mexico

4. View-Master Reel
Colorado

5. Maps and globes

Western Hemisphere

Outline maps (liquid duplicator)
Continental Press, Inc.
Elizabethtown, Pennsylvania 17022

Aero Relief Map of North America

Recipe for material:
Four parts salt to one part flour; add water. Before map dries, insert nails or toothpicks in places that will be labeled; may paint with Tempera after it dries; students able to make individual maps or one large one; mount on cardboard or plywood

Globes

Road Maps obtained from service station

Map and Globe Skills Kit MGII
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Map Skills for Today Grades 4 and 5
My Weekly Reader
Education Center
Columbus, Ohio 43216

6. Other materials

Slides and a Tape Program on Mexico
Living in Mexico Today
Four filmstrips, two records, and guides
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Mathematics Program

I. Introduction

In the mathematics program, the student's feeling of success is of the utmost importance. He should also feel that the knowledge that he is gaining will have practical value for him. Therefore, in addition to whole number and fractional computations, other aspects of the program should be included, such as measurements, telling time, using money, and solving relevant thought problems which the student may encounter in everyday living.

The interest centers may be used advantageously, with the students being divided into small groups and moving from one center to another. The area should be supervised by classroom teachers and aides.

The teachers should develop the mathematics concepts through instructional methods, moving from the concrete to the semiconcrete to the more abstract. The aides can then further develop and strengthen the understanding of the concepts through games, visual aids, and actual experiences.

To help develop a more positive feeling toward mathematics by relieving any anxiety concerning results of tests, no pretests should be given during the first week of school. The compass and the circle may be introduced along with other geometric figures. Making colorful designs, using various geometric shapes, is a good activity for students at the beginning.

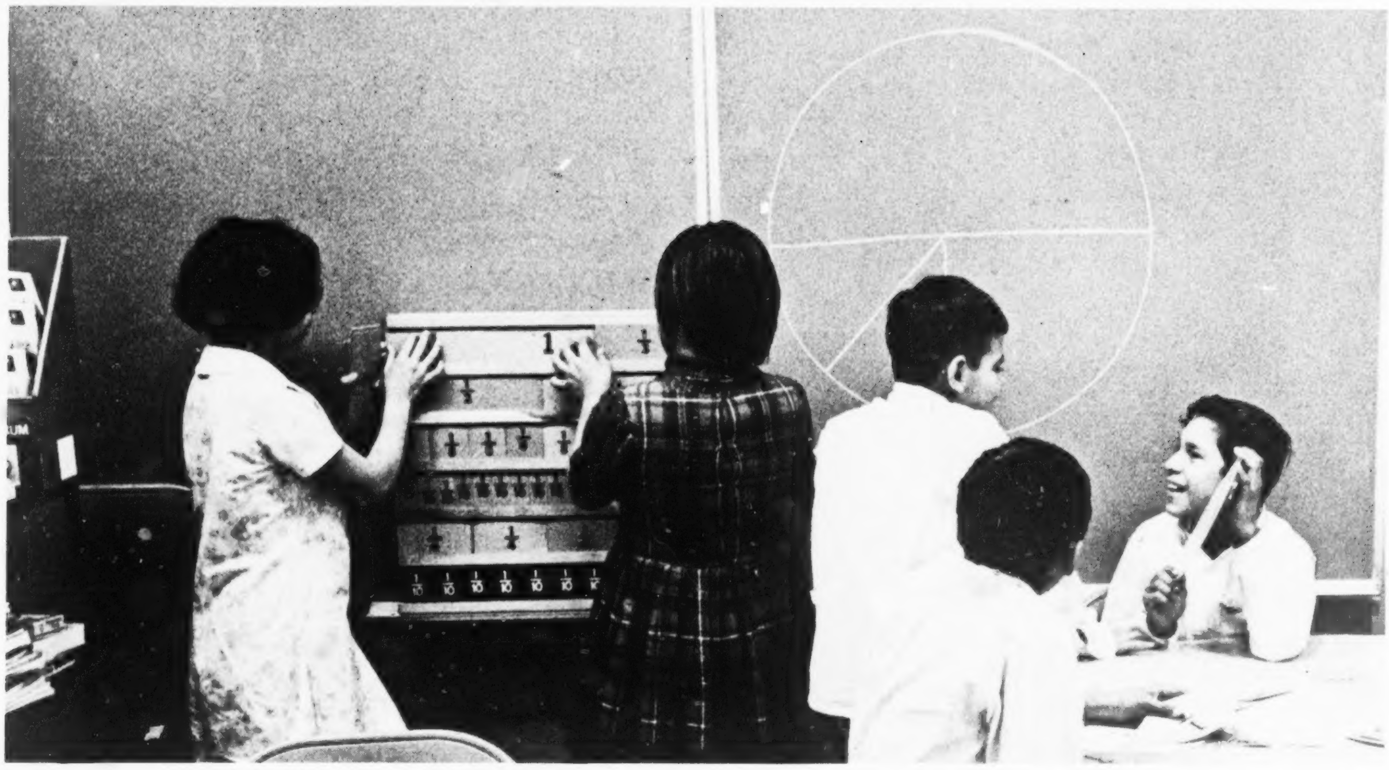
During the second week a short pretest should be given to aid in placing the student in an individualized program that is specifically developed for the Migrant Education Program and that includes the concepts mentioned.

In working with computations, especially with fractions, a completely visual-aid approach will contribute effectively to the discussion. All computations should be expressed orally, with each student having his own fraction disc set.

Likewise, in working in the areas of telling time, learning measurements, and using money, the use of actual articles that the students can see and handle will prove invaluable in the learning procedure. Then the students will be more nearly ready for the solving of thought problems.

ONE BUSHEL
ONE PECK
FUN

Getting Acquainted with Measurement through the Use of Visual Aids



Getting Acquainted with Fractions through Various Visual Aids

II. Materials and activities for the program in mathematics

A. Charts and demonstration devices

Pupil's Place Value Chart

Pupil's Number Line No. 780

Ideal School Supply Company
11000 La Vergne
Oak Lawn, Illinois 60453

No. 220 Instructo

A felt circle for teaching fractions

No. 251 Instructo

A felt fractional number line

American School Supply
2301 Blake Street
Denver, Colorado 80205

Cardboard Fractional Discs

Milton Bradley Company
443 Shaker Road
East Longmeadow, Massachusetts
01028

Dry Measure Set No. 774

Demonstrates quarts, pecks, bushels; may be used by popping popcorn then putting it in quart and peck measures (Popcorn may then be enjoyed by students)

Ideal School Supply Company
11000 La Vergne
Oak Lawn, Illinois 60453

B. Demonstration ideas

Using yardsticks and rulers

Measuring various items in the room, such as books, desks, and the room itself

Using scales in learning to weigh articles

Learning units of weight, such as ounces and pounds, by weighing books, shoes, the students themselves

Money

Setting up a store in the room for play so students may learn the value of money and how to use it

C. Games

Quizmo and Addo

Milton Bradley Company
443 Shaker Road
East Longmeadow, Massachusetts
01028

Winning Touch No. 702

Ideal School Supply Company
11000 La Vergne
Oak Lawn, Illinois 60453

Clock Game

Have students make clocks and wristwatches from construction paper.

Make two identical sets of clocks 2' square, each telling a different time. Divide the class into two teams. Distribute a set of clocks to each team.

Have two Judy clocks (clocks made of wood with movable hands) in the front of the room. The teacher designates a certain time. Whichever team holds up a card with that time first gets to move the hand five minutes on one of the clocks. The team which covers the most time is the winner. Have a scorekeeper from each team move the hands on the clocks.

Baseball for Drill

Divide the class into two teams. Arrange four chairs for bases. Choose a scorekeeper and a timekeeper. The teacher or child pitches a question. The batter must give the correct answer in a given time. Using a stopwatch and bell for the timekeeper will make the game more fun. A correct answer sends the batter to first base, and the next batter is up. As a second batter comes to first base, the first batter moves on. If a batter gives the wrong answer, he is out. After three outs, the other team comes to bat.

Travel

One student stands behind another one. The teacher holds up a flash card. Both the child standing and the one sitting compete to give the correct answer. If the standing one answers first, he moves to the next sitting student. If the one sitting answers first, he may stand up, and the student who was standing must sit down. The one traveling the farthest is the winner.

Buzz

Decide on a number to use, such as **7**. The children stand in a circle and start counting with **1**; the next child says **2**, etc. When they get to **7** or any multiple of **7**, the person whose turn it is must say **Buzz**. If he does not, he is counted out and must sit down. Another variation might be for the student to say **Buzz** for any number with a **7** in it.

Magic Squares

Children must arrange numbers 1 through 9 so that when they add the numbers in any direction, they will get 15.

Answer: 8 1 6
3 5 7
4 9 2

Suggested thought problem

In traveling to Greeley, Colorado, from Texas, Manuel Cerva and his family averaged 40 miles an hour. It took them 24 hours to make the trip. How many miles did they travel?

D. Books

Sadlier Contemporary Mathematics

William H. Sadlier
11 Park Place
New York, New York 10007

A handbook for teachers of elementary arithmetic

Educational Service, Inc.
Benton Harbor, Michigan 49022

E. Record

Jiminy Cricket and Kica Moore by Walt Disney 1963

Addition and subtraction

Walt Disney Productions

F. Tapes

100 Basic Facts

A learning tape made by teacher

100 Basic Facts

A testing tape made by teacher

G. Films

What Are Fractions? 17 minutes Black and white

The Calendar—Our Record of Time 11 minutes Color

Story of Our Number System

H. Filmstrips

Addition and Subtraction
Multiplication and Division
Meaning of Fractions
Working with Fractions
Measurement
Telling Time
Percentage and Using Money

I. Duplicating materials

Number Concepts
Measurement
Time
U.S. Money

Continental Press, Inc.
Dallas, Texas 75207

Home Economics Program

I. Introduction

As is shown in the outline on social living, the home economics program can be coordinated especially well in the area of personal and social development. The curriculum should be concerned with five main areas: grooming, social amenities, sewing, foods, and 4-H work. Probably not all of the suggestions given here can be covered in one term, but those can be selected which are particularly appropriate for the group of students taking the course.

This program may be staffed by one teacher, two aides, and well-qualified volunteers from local 4-H clubs.

II. Activities and materials

A. Grooming
   1. Cleanliness
      a. Bathing and use of deodorant
      b. Use of toothbrush and mouthwash
      c. Care of skin and nails
   2. Hairstyling
   3. Relationship of good food habits to good looks
   4. Overall appearance, including weight, posture, grace
   5. Care of clothing
   6. Proper dress for various occasions

B. Social amenities
   1. Introductions
   2. Telephone conversations
   3. Importance of an audible and pleasing voice
   4. Importance of good manners, especially in showing respect for adults and other students

C. Sewing
   1. Learning to operate sewing machine
   2. Mending, hemming, sewing on buttons
   3. Making a "three-armhole" dress
      a. Discussing suitable color and design
      b. Selecting fabric, trim, thread, and pattern at a department store
      c. Tracing pattern on butcher paper so student can take pattern home
      d. Learning how to use skirt from old dress to make a "three-armhole" dress
   4. Learning to wash, dry, and iron clothing
      a. Sorting
      b. Use of laundromats
      c. Use of soaps, detergents, bleaches

D. Foods
   1. Learning to read recipes

Following the Recipe Is Important When Learning How to Cook

   2. Learning proper measuring and abbreviations for measuring equipment
   3. Using left-overs
   4. Learning importance of personal cleanliness, of clean equipment and surroundings during food preparation
   5. Planning meal, purchasing necessary foods, figuring cost of items, total cost of meal, and average cost per person
   6. Learning to prepare such foods as cookies, pancakes, syrup, cocoa, fried mush, cooked cereals, macaroni products, tortillas, tacos, enchiladas, gelatine salads, fresh fruits, vegetables, beans (bean soup, ham hocks and beans, baked beans, bean salad), use of dry milk

Hmm — What's Cookin'?

7. Learning how to clean the stove, sink, cupboards, dishes, floor, after cooking

E. 4-H Club
   1. Form club and elect officers
   2. Meet once a week
   3. Select projects
      a. Repairing screen doors
      b. Making wastebaskets
      c. Making doorstops from rocks and painting them with Tempera

F. Suggested filmstrips

Road to Responsibility
On household cleaning
Washday Wonders
On laundry materials such as soap
Hidden Enemies in Your House
Proper Clothes and Their Care
Vitamins, Nutrition, and Health
Spending Your Food Dollars
Tricks and Treats with Macaroni Foods
Go, Grow, and Glow with Carnation
Toward a Clear Complexion
Through the Looking Glass

Arts And Crafts Program

I. Introduction

Arts and crafts should play an important part in the program for migrant chldiren, as they provide opportunities for success which are not dependent on language skills.

The main objectives of this program are to provide enjoyment, develop creative ideas, and help the students learn to see and appreciate art in nature and in the ordinary things around them.

II. Activities and materials for this area

A. Suggested projects

1. Felt mosaics
   Provide each child with a piece of white poster board and a pile of brightly colored pieces of felt. The child glues the felt on the poster board, making sure the pieces do not touch.
2. Chalk on burlap
   Provide each child with a piece of colored burlap and colored chalk. After he has finished coloring the burlap, spray with a fixative
3. Yarn and burlap
   Provide each child with a piece of colored burlap, a large needle, and yarn. Use simple stitch to make picture.
4. Tile mosaics
   Provide each child with a piece of wood and many small pieces of tile. Glue the tile on with Elmer's Glue.
5. Chalk and wet paper
   Cover desks with newspapers. Dip 12" by 18" piece of paper into water. While paper is wet, fill it with color, using chalk. After it has dried, use black India ink and brush to draw an outline picture over the color.
6. Wire sculpturing
   Provide each student with a piece of wire he can bend easily, 24" in length. After project is finished, insert one end of wire into paper cup filled with unhardened plaster of paris.
7. Weaving
   Cut plastic straws in half. Give each student five pieces of the straws and five pieces of yarn, 2' in length. Put yarn through straw and tie knots on one end so yarn cannot go through the straw. Then give each child a small ball of yarn. Tie the yarn to one straw, then weave it in and out around the five straws.

Beans Can Be Beautiful

8. Collages
   Mount seeds, colored gravel, macaroni, popcorn, or beans on cardboard or plywood
9. Pottery
   Use wet clay, and, if possible, a potter's wheel. Let objects dry a week. Then fire them, paint on a glaze, and fire again.
10. Stitchery on paper plates
    Provide each child with a paper plate in either plain white or a vivid color, a large needle, and several colors of yarn. He may then stitch any design he likes.
11. Plastic braiding
    Supply children with three pieces of braid 36" in length and a swivel snap

B. Materials on films

What Is Art?

As an introduction to the **Art in Action Series,** a film listing the elements of art—color, line, form, light and dark, texture—and analyzing the nature and function of each

Autumn Color

A story without words, showing the colors of the autumn scene

Backyard Artist

Shows two boys drawing some birds from life; may be followed with efforts of students to draw a picture of a real bird the teacher has supplied

Music Program

I. Introduction

Music knows no class, creed, or racial distinction. It is a universal language and, therefore, brings children together for positive social experiences and opportunities for self-expression. This is another area which can be easily coordinated with the program in social living.

The main ideas to be stressed in this program are the enjoyment, understanding, and appreciation of music through participation in many different activities.

II. Activities and materials

A. Singing

1. Folk songs of the United States and Mexico sung in both English and Spanish
2. Patriotic songs
3. Selections from **Sound of Music** and **Mary Poppins**
4. Booklet of Campfire songs which should be available from the school so that each student can have his own copy to take on field trips to use for singing on the bus and on overnight trips

5. **Music for Young Americans Series**
    American Book Company
    55 Fifth Avenue
    New York, New York 10003
6. Records to encourage singing
    Songs in Spanish for Children
    Elena Paz Travesi
    Columbia Records No. CL 1897
    Canciones para la Clase de Español
    Bowman record, with a booklet included containing songs
    Mi Testamento — Alex Chavez
    Concerns folklore of the San Luis Valley
    Folklore Society of New Mexico
    A Golden Treasury of Hootenanny, U.S.A.
    Golden Records
    Dept. H.G., 630 Fifth Avenue
    New York, New York 10019
    Folk Songs of the New World
    Roger Wagner Chorale from Capitol Records
    Sound of Music
    An original sound track recording by RCA Victor

B. Rhythm activities

1. Making up rhythmic patterns, with other children echoing them and teacher writing them on the board
2. Responding to drum beat, songs, recordings
    - Clapping
    - Tapping hand or foot
    - Nodding of head
    - Finger-snapping
    - Stamping
    - Slapping the thigh
    - Bouncing a ball
    - Jumping rope
    - Hopping
    - Sliding
    - Running
    - Galloping
    - Bending
    - Swaying
    - Twisting
3. A rhythm record
    Rhythm Is Fun
    Bowmar Records
    622 Rodier Drive
    Glendale, California 91201

C. Listening

1. Dramatizing and pantomiming musical selection
2. Writing new words to familiar songs
3. Composing songs
4. Illustrating musical selections
5. Drawing, painting, and writing to music
6. Listening records
    Animals and Circus
    American Scenes
    Bowmar Records
    622 Rodier Drive
    Glendale, California 91202

D. Folk dancing

Records to use for folk dancing
Mexican Folk Dances
Bowmar Records
622 Rodier Drive
Glendale, California 91202
Happy Folk Dances LPM-1620 RCA Victor
Let's Square Dance
A "How-to-do-it" series Albums 1, 2, 3 RCA Victor
Las Chiapanecas Bronco Records #F-2646
Falcon Record Company
Box 164
McAllen, Texas 78501

E. Instrumental activities

1. Give children opportunity to play various instruments
    - Piano
    - Drums
    - Claves
    - Bells
    - Triangles
    - Guitar
    - Ukelele
    - Maracas
    - Castanets
    - Autoharp
2. Have children make simple instruments
    Maracas
    Materials required:
    two old light bulbs, papier mache, paint
    Cover light bulbs with papier mache and let dry; break light bulb to form rattles

Tambourines

Materials required:

two tin or aluminum pie plates; tin pop bottle caps or tin roof nail shields; a hammer; soft copper wire

Punch holes in bottle cap with nail; wire two bottle caps with copper wire between pie tins; space evenly

Rattles

Materials required:

tin cans, baby food jars, plastic bottles, and beans, grain, gravel, and pebbles to fill them

Finger Cymbals

Materials required:

two pop bottle caps, two rubber bands, nail, hammer

Punch two holes with nail in bottle caps; string rubber bands through holes

To use cymbals, place one cymbal on thumb and one on middle finger

Sand Blocks

Materials required:

two blocks for each set of blocks, sandpaper, glue, or thumbtacks

Provide blocks of wood long enough for child to handle easily; glue or tack sandpaper to each block

F. Additional materials for the various activities

1. Film

   Toot, Whistle, Plunk, and Boom

   A Walt Disney film showing history of musical instruments in cartoon form 11 minutes Color

2. Filmstrips

   America the Beautiful — With record
   A Patriotic Sing-Along — With record
   Story of the Star-Spangled Banner — With record
   John Henry — With record
   Musical Notes

3. Tapes

   Sound Patterns
   Folk Songs of Mexico
   Folk Music

4. Posters

   Meet the Instruments

   25 full-color posters, 14"x22"
   Instruments pictured singly, in family groups, and in playing position

   Bowmar Records
   622 Rodier Drive
   Glendale, California 91202

Students Playing Autoharps
At an Evening Program for Parents

Talent Being Given a Chance to Develop

Bibliography

Staff Orientation

The staff must have an understanding of those factors in our educational system that assist students to be self-sufficient members of society. The following bibliography can be helpful in orienting staff members to the problems encountered in teaching Spanish-American students:

Brown, Ina Corrine. **Understanding Other Cultures.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1936. (Paperback)

Dunfee, Maxine, and Sagl, Helen. **Social Studies through Problem-Solving.** New York: Holt, Rinehart, and Winston, Inc., 1966.

Fantini, Mario D., and Weinstein, Gerald. **The Disadvantaged—Challenge to Education.** New York: Harper and Row, 1968.

Jarolimick, John. **Social Studies in Elementary Education.** New York: Macmillan Company, 1967. (See Chapter V, "Individualizing Instruction in Social Studies.")

Linton, Thomas E., and Nelson, Jack L. **Patterns of Power: Social Foundations of Education.** New York: Pitman Publishing Corporation, 1968. (See Part II: "Poverty, Deprivation, and Social Class: Their Impact on Education," pp. 61-154.)

Madsen, William. **The Mexican American of South Texas.** New York: Holt, Rinehart, and Winston, 1964.

Passow, A. Harry. **Education in Depressed Areas.** New York: Teachers College Press, Columbia University, 1963. (Paperback)

Raubinger, Frederick M., and Rowe, Harold G. **The Individual and Education.** New York: Macmillan Company, 1968. (Paperback)

ALL PHOTO CREDIT
VIC WALL

Me

About Me

My name is ______________________________

I am __________ years old.

My birthday is ______________________________

I live in ______________________________

____

____

My address is ______________________________

____

____

My teacher's name is ______________________________

____

____

My school's name is ______________________________

____

____

Date ______________

About My Family

My father's name is ______________________________

My mother's name is ______________________________

My brother's name is ______________________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

My sister's name is ______________________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

ENROLLMENT CARD

(Front)

House No.

Family ______________________ ____________ Father ____________ Mother

Local Address ______________________

Location ______________________ Phone ____________

Home Base Address ______________________

Home Base School ______________________ Dist. No. ____________

Children	Age	Birthdate	Grade-Room	Date Enrolled--Withdrew
________				
________				
________				
________				
________				
________				

(Back)

I give my consent for whatever examinations, treatment, immunization, and emergency care necessary for protecting the health of my child/children.

Doy mi permiso para cualquier examinación, tratamiento, y atención en una emergencia necesaria para proteger la salud de mi (mis) hijo (hijos).

I request that my child/children be permitted to take part in all school and extraschool activities related to this school. This includes field trips.

Yo encargo que a mi (mis) hijo (hijos) se les permita participar en todas las actividades de la escuela. Esto incluye viajes especiales.

____
Parent's signature

PARENT PERMISSION

COLORADO MIGRANT EDUCATION PROGRAM

My son/daughter, ________________________________, is participating in the Migrant Education Program conducted by School District ____________, in ____________________ County. I therefore request that my child be permitted to take part in all school and extraschool activities related to this program. Such activities may include, but not be limited to, swimming, field trips, and visits to nearby towns.

When transportation to and from the activity is required, such transportation may be provided by a person authorized by the school district. It is my understanding that all school-sponsored activities have been selected to meet the needs of my child.

____
Parent or Guardian

____
Town of Residence

Mi híja/híjo, ________________________________, está participando en el programa de educacion para los migratorios que está conductando el districto de escuela numero __________ en el condado ____________________. Por lo tanto deseo que permitan a mi niño que tome parte en todas las actividades que tengan en la escuela y afuera de la escuela. Estas actividades pueden ser tal cosas como (pero no exclusivamente) nadando, excursions al campo y visitas al pueblo. Cuando transportacion sea requerida, cualquier persona authorizada por el districto de escuela tiene mi permiso para transportar a mi niño (niños) a todas actividades. Es mi entendimiento que todas las actividades propuestas por la escuela han sido selectadas para ayudarle a mi niño con sus clases en la escuela.

____
Pariente o Guardian

____
Pueblo de Residencia

Contact Representative Stamp

Ernest Maestas 6-70